

PE Foundation 2 Autumn

Term	Autumn 1	Autumn 2
Unit of work	Introduction to PE Unit 1	Introduction to PE Unit 2
Prior Learning	<p>Beginning to demonstrate balance.                      Beginning to negotiate space safely.                      Beginning to take turns with others.                      Exploring movement skills.                      Making guided choices.                      Following instructions with support.</p>	<p>Beginning to negotiate space safely.                      Beginning to take turns with others.                      Exploring movement skills.                      Making guided choices.                      Following instructions with support.                      Understanding the rules of the game.</p>
Core Learning	<p>To move safely and sensibly in a space with consideration of others.                      To develop moving safely and stopping with control.                      To use equipment safely and responsibly.                      To use different travelling actions whilst following a path.                      To work with others co-operatively and play as a group.                      To follow, copy and lead a partner.</p>	<p>To move around safely in space.                      To follow instructions and stop safely.                      To stop safely and develop control when using equipment.                      To follow instructions and play safely as a group.                      To follow a path and take turns.                      To work co-operatively with a partner.</p>
Key vocabulary	Follow, team, space, travel, share, safely, path, listen.	Follow, team, space, travel, share, safely, path, listen.
Assessment criteria	<p>I can demonstrate balance.                      I can make independent choices.                      I can negotiate space safely with consideration for myself and others.                      I follow instructions involving several ideas or actions.                      I play co-operatively and take turns with others.                      I use movement skills with developing balance and co-ordination.</p>	<p>I can make independent choices.                      I can negotiate space safely with consideration for myself and others.                      I follow instructions involving several ideas or actions.                      I play co-operatively and take turns with others.                      I understand the rules and can explain why it is important to follow them.                      I use movement skills with developing balance and co-ordination.</p>
National Curriculum links	<p><b>LITERACY</b>                      Listening and following instructions                      Expressing ideas                      Communicating with others</p> <p><b>MATHS</b>                      Counting numbers in games                      Travelling in different directions</p> <p><b>COMMUNICATION AND LANGUAGE</b>                      Learning vocabulary – balance, stillness, muscle, body parts, direction, target                      Commenting on their own performance</p> <p><b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>                      Working with a partner                      Understanding how to move safely around others and in different spaces</p> <p><b>EXPRESSIVE ARTS AND DESIGN</b></p>	<p><b>LITERACY</b>                      Listening and following instructions.                      Expressing ideas.                      Communicating with others.</p> <p><b>MATHS</b>                      Counting numbers in games.                      Creating different shapes with their bodies.                      Travelling in different directions.                      Identifying colours.</p> <p><b>COMMUNICATION AND LANGUAGE</b>                      Learning vocabulary – straight, star, curled, forwards, backwards, sideways.                      Commenting on their own and other performances.</p> <p><b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>                      Working with a partner and in small groups.                      Being part of a team.</p>

	Exploring and understanding how to move safely as an individual	<p>Learning to take turns and share equipment. Understanding how to move safely around others.</p> <p><b>UNDERSTANDING THE WORLD</b> Learning about different groups of people. Exploring themes on everyday life.</p> <p><b>EXPRESSIVE ARTS AND DESIGN</b> Exploring and understanding how to move safely as an individual.</p>
Equipment	Cones x30, Beanbags x30, Benches x3, Tunnels x1, Base stations x20, Skipping ropes x4, Hurdles x12, Parachute x1, Hoops x15	Skipping ropes x6, Base stations x28, Hoops x15, Cones x30, Playground ball x30, Beanbags x40, Tennis balls (Optional)


PE Foundation 2 Spring

Term	Spring 1	Spring 1	Spring 2
Unit of work	Gymnastics Unit 1	Dance Unit 1	Fundamentals Unit 1
Prior Learning	<p>Beginning to negotiate space safely.                      Can use a range of large and small apparatus with an awareness of safety.                      Can match skills to tasks and apparatus.                      Can explore movement skills.                      Following instructions with support.                      Beginning to take turns.                      Building my confidence to try new challenges.</p>	<p>Beginning to negotiate space safely.                      Building my confidence to try new challenges and perform in front of others.                      Exploring movement skills.                      Following instructions with support.                      Beginning to use and remember sequences and patterns of movements which are related to music and rhythm.                      Showing respect towards others.</p>	<p>Beginning to negotiate space safely.                      Can play games honestly guided by rules with support.                      Building my confidence to try new challenges.                      Following instructions with support.                      Exploring movement skills, beginning to demonstrate balance and co-ordination when playing games.                      Beginning to take turns with others.</p>
Core Learning	<p>To copy and create shapes with your body.                      To be able to create shapes whilst on apparatus.                      To develop balancing and taking weight on different body parts.                      To develop jumping and landing safely.                      To develop rocking and rolling.                      To copy and create short sequences linking actions together.</p>	<p>To use counts of 8 to know when to change action.                      To explore different body parts and how they move.                      To explore different body parts and how they move and remember and repeat actions.                      To express and communicate ideas through movement exploring directions and levels.                      To copy and repeat actions showing confidence and imagination.                      To move with control and coordination, linking, copying and repeating actions.</p>	<p>To develop balancing whilst stationary and on the move.                      To develop running and stopping.                      To develop changing direction.                      To develop jumping and landing.                      To develop hopping and landing with control.                      To explore different ways to travel.</p>
Key vocabulary	<p>Move, copy, over, shape, space, rock, around, sideways, safely, travel, forwards, backwards.</p>	<p>Move, copy, shape, space, safely, around, travel, sideways, forwards, backwards.</p>	<p>Run, stop, space, jump, balance, skip.</p>
Assessment criteria	<p>I can negotiate space safely with consideration for myself and others.                      I can confidently and safely use a range of large and small apparatus.                      I can combine movements, selecting actions in response to the task and apparatus.                      I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.                      I follow instructions involving several ideas or actions.                      I work co-operatively with others and take turns.                      I am confident to try new challenges.</p>	<p>I can negotiate space safely with consideration for myself and others.                      I am confident to try new challenges and perform in front of others.                      I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.                      I follow instructions involving several ideas or actions.                      I can combine movements fluently, selecting actions in response to the task.                      I show respect towards others when providing feedback.</p>	<p>I can negotiate space safely with consideration for myself and others.                      I play games honestly with consideration of the rules.                      I am confident to try new challenges.                      I follow instructions involving several ideas or actions.                      I use movement skills with developing balance and co-ordination when playing games.                      I play co-operatively, take turns and encourage others.</p>

National Curriculum links	<p><b>LITERACY</b> Listening and following instructions Expressing ideas Communicating with others</p> <p><b>MATHS</b> Counting number of actions to include in a sequence Holding balances for counts of five Moving in different directions Identifying colours Creating shapes with their body</p> <p><b>COMMUNICATION AND LANGUAGE</b> Learning vocabulary – balance, muscle, body parts, direction, narrow, wide Commenting on performances</p> <p><b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b> Working with a partner Understanding how to move safely around others and in different spaces</p> <p><b>UNDERSTANDING THE WORLD</b> Learning about different groups of animals, their movements, actions and habitats.</p> <p><b>EXPRESSIVE ARTS AND DESIGN</b> Sharing ideas through movement Exploring and understanding how to move safely as an individual</p>	<p><b>LITERACY</b> Listening and following instructions Expressing ideas Communicating with others</p> <p><b>MATHS</b> Using counts of eight Travelling in different directions</p> <p><b>COMMUNICATION AND LANGUAGE</b> Learning vocabulary – space, body parts, twist, turn, direction Commenting on performances</p> <p><b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b> Opportunities to perform the class as an individual and in a group</p> <p><b>UNDERSTANDING THE WORLD</b> Learning about morning routine Different methods of transport</p> <p><b>EXPRESSIVE ARTS AND DESIGN</b> Expressing ideas through dance and movement Sharing thoughts and feelings through dance and movement</p>	<p><b>LITERACY</b> Listening and following instructions. Expressing ideas. Communicating with others.</p> <p><b>MATHS</b> Counting numbers in games. Counting number of cones and jumps. Travelling in different directions. Identifying colours.</p> <p><b>COMMUNICATION AND LANGUAGE</b> Learning vocabulary – balance, muscle, body parts, direction. Commenting on performances.</p> <p><b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b> Working in small groups. Learning to take turns . Understanding how to move safely around others and in different spaces.</p> <p><b>EXPRESSIVE ARTS AND DESIGN</b> Sharing ideas through movement. Exploring and understanding how to move safely as an individual.</p>
Equipment	Agility Table x2, Beanbags x30, Cones x30, Hoops x16, Playground Ball x4, Benches x4, Mats x15.	Base Stations x30, Cones x30, Hoops x30.	Beanbags x30, Cones x30, Hoops x30, Skipping ropes x10, Hurdles x10. Quoits, Base stations (optional).

PE Foundation 2 Summer

Term	Summer 1	Summer 2	Summer extra
Unit of work	Games Unit 1	Ball Skills Unit 1	Sports Day Practice
Prior Learning	<p>Beginning to negotiate space safely.</p> <p>Following instructions with support.</p> <p>Beginning to take turns with others.</p> <p>Beginning to explore a range of ball skills.</p> <p>Exploring movement skills.</p> <p>Playing games honestly guided by the rules with support.</p> <p>Beginning to understand how I feel in different situations.</p>	<p>Beginning to negotiate space safely.</p> <p>Beginning to explore a range of ball skills.</p> <p>Beginning to take turns with others.</p> <p>Can make guided choices.</p> <p>Perseveres with support when trying new challenges.</p> <p>Plays ball games guided by the rules with support.</p>	
Core Learning	<p>To work safely and develop running and stopping.</p> <p>To develop throwing and learn how to keep score.</p> <p>To be able to play games showing an understanding of the different roles within it.</p> <p>To follow instructions and move safely when playing tagging games.</p> <p>To work co-operatively and learn to take turns.</p> <p>To work with others to play team games.</p>	<p>To develop rolling a ball to a target.</p> <p>To develop stopping a rolling ball.</p> <p>To develop accuracy when throwing to a target.</p> <p>To develop bouncing and catching a ball.</p> <p>To develop dribbling a ball with your feet.</p> <p>To develop kicking a ball.</p>	
Key vocabulary	Run, safely, space, catch, throw, team, stop, tag, score.	Roll, team, space, kick, bounce, throw, safely, stop, listen.	
Assessment criteria	<p>I can negotiate space safely with consideration for myself and others.</p> <p>I follow instructions involving several ideas or actions.</p> <p>I play co-operatively, take turns and encourage others.</p> <p>I use ball skills with developing competence and accuracy.</p> <p>I use movement skills with developing balance and co-ordination.</p> <p>I play games honestly with consideration of the rules.</p> <p>I show an understanding of my feelings and can regulate my behaviour.</p>	<p>I can negotiate space safely with consideration for myself and others.</p> <p>I use ball skills with developing competence and accuracy.</p> <p>I play co-operatively and take turns with others.</p> <p>I can make independent choices.</p> <p>I persevere when trying new challenges.</p> <p>I play ball games with consideration of the rules.</p>	↓

<p>National Curriculum links</p>	<p><b>LITERACY</b> Listening and following instructions Communicating with others</p> <p><b>MATHS</b> Counting points Measuring distances with steps away from a target Using directions for travel</p> <p><b>COMMUNICATION AND LANGUAGE</b> Learning vocabulary – target, aiming. Commenting on performances</p> <p><b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b> Working with a partner and in small groups Understanding how to move safely around others and in different spaces</p> <p><b>UNDERSTANDING THE WORLD</b> Learning about different modes of transport Understanding traffic lights and their meaning</p> <p><b>EXPRESSIVE ARTS AND DESIGN</b> Sharing ideas through movement Exploring and understanding how to move safely as an individual</p>	<p><b>LITERACY</b> Listening and following instructions. Expressing ideas. Communicating with others.</p> <p><b>MATHS</b> Counting how many passes made. Being ready on a count down. Travelling in different directions. Recognising the speed of a ball.</p> <p><b>COMMUNICATION AND LANGUAGE</b> Learning vocabulary – space, body parts, target, aim, teams. Commenting on their own and other performances.</p> <p><b>UNDERSTANDING THE WORLD</b> Exploring equipment. Exploring how the body moves. Learning names and characteristics of various minibeads.</p>	
<p>Equipment</p>	<p>Tennis balls x1, Cones x40, Beanbags x30, Hoops x 15, Base stations x14. Playground ball, hurdle (optional).</p>	<p>Cones x30, Tennis balls x30, Playground balls x30, Hoops x15, Beanbags x30.</p>	

PE Year 1 Autumn

Term	Autumn 1	Autumn 1/2	Autumn 2
Unit of work	Athletics	Fitness	Fundamentals
Prior Learning	<p>Running: explore running and stopping safely.                      Jumping: explore jumping and hopping safely.                      Throwing: explore throwing to a target.</p> <p>Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe. Jumping: know that bending my knees will help me to land safely. Throwing: understand that bigger targets are easier to hit. Rules: know that rules help us to stay safe.</p>	<p>Agility: explore changing direction safely. Balance: explore balancing whilst stationary and on the move.                      Co-ordination: explore moving different body parts together.                      Speed: explore moving and stopping with control.                      Strength: explore taking weight on different body parts.                      Stamina: explore moving for extended periods of time.</p> <p>Agility: know that moving into space away from others helps to keep me safe.                      Balance: know that I can hold my arms out to help me to balance.                      Co-ordination: know that moving my arms and legs at the same time helps me to walk, run and jump.                      Speed: know that I use big steps to run and small steps to stop.                      Strength: understand that I can hold my weight on different parts of my body.                      Stamina: understand that moving for a long time can make me feel tired.</p>	<p>Running: explore running and stopping. Explore changing direction safely.                      Balancing: explore balancing whilst stationary and on the move.                      Jumping: begin to explore take off and landing safely.                      Hopping: explore hopping on both feet.                      Skipping: explore skipping as a travelling action.</p> <p>Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe.                      Balancing: know that I can hold my arms out to help me to balance.                      Jumping: know that bending my knees will help me to land safely.                      Hopping: understand that i use one foot to hop.                      Skipping: know that if I hop then step that will help me to skip.</p>
Core Learning	<p>To learn to move at different speeds for varying distances.                      To develop a foundation for balance and stability.                      To develop agility and co-ordination.                      To explore hopping, jumping and leaping for distance.                      To develop throwing for distance.                      To develop throwing for accuracy.</p>	<p>To develop knowledge about how exercise can make you feel.                      To develop knowledge about how exercise can make you strong and healthy.                      To develop knowledge about how exercise relates to breathing.                      To develop my understanding of how exercise helps my brain.                      To develop my understanding of how exercise helps my muscles.                      To begin to understand the importance of daily exercise.</p>	<p>To explore balance, stability and landing safely.                      To explore how the body moves differently when running at different speeds.                      To explore changing direction and dodging.                      To explore jumping, hopping, and skipping actions.                      To explore co-ordination and combining jumps.                      To explore combination jumping and skipping in an individual rope.</p>
Key vocabulary	Fast, slow, jump, aim, direction, far, bend, improve, hop, safely, travel, balance	Exercise, heart, lungs, oxygen, mood, healthy, body	Balance, direction, land, fast, safely, jump, hop

<p>Assessment criteria</p>	<p>I am able to throw towards a target.  I am beginning to show balance and co-ordination when changing direction.  I am developing overarm throwing.  I can recognise changes in my body when I do exercise.  I can run at different speeds.  I can work with others and make safe choices.  I try my best.  I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.</p>	<p>I can recognise changes in my body when I do exercise.  I can share my ideas with other people in the class.  I can talk about what exercise does to my body.  I recognise how exercise makes me feel.  I try my best in the challenges I am set.  I understand why it is important to warm up.</p>	<p>I can change direction when moving at speed.  I can recognise changes in my body when I do exercise.  I can run at different speeds.  I can select my own actions in response to a task.  I can show hopping and jumping movements.  I can work co-operatively with others to complete tasks.  I show balance and co-ordination when static and moving at a slow speed.</p>
<p>National Curriculum links</p>	<p>ENGLISH  Introduction of key vocabulary – speed, power, strength, accuracy  Communicating ideas with a partner</p> <p>NUMERACY  Counting how many cones they can touch in 20 seconds  Counting how many jumps it takes them to get across a set distance  Counting how many consecutive throws they can make  Counting how many target throws they make  Counting how many lengths of the playground completed in 1 minute  Estimating distances to make a playing area  Measuring how far they throw</p> <p>SCIENCE  Understanding the effect exercise has on the body  Understanding how the body reacts to different exercises  Understanding which part of the body is used in jumping for height  Exploring stance to increase power in their throw</p>	<p>ENGLISH  Learning of key vocabulary - Co ordination, agility, stamina, continuous.  Reading task cards and following instructions.  Communicating with others.</p> <p>MATHS  Counting how many repetitions are made.  Working to a time length.</p> <p>SCIENCE  Understanding that humans feel differently when performing different exercises.  Exploring exercises to develop different areas of fitness.</p>	<p>ENGLISH  Learning vocabulary – balance, direction, land, safely, jump, hop  Listening and following instructions  Expressing ideas  Communicating with others</p> <p>MATHS  Counting  Measuring distances</p> <p>SCIENCE  Exploring how to balance  Exploring how to jump, hop and skip for distance  Understanding changes to the body during exercise</p>
<p>Equipment</p>	<p>Beanbags x30, cones x60, foot speed ladder x2, mini hurdles x14, plastic cane x5, skipping ropes x30, skittles x10, benches x1, bases stations x30, cricket wickets x2, hoops x15</p>	<p>Cones x60, hoops x30, skipping ropes x30, long skipping ropes x8, benches x2, Foot speed ladder x5, team bands x15, Tennis balls x15, beanbags x10, Base stations x10, hurdles x9</p> <p>Optional: speed bounce mats, playground balls, dice, chalk</p>	<p>Team bands x6, beanbags x30, cones x30, French skipping ropes x10, base stations x30, skipping ropes x30, hurdles x8, mats x4, hurdles x10, foot speed ladder x4</p> <p>Optional: benches, long skipping ropes, Foot speed ladder</p>



PE Year 1 Spring

Term	Spring 1	Spring 1	Spring 2	Spring 2
Unit of work	Gymnastics	Net and Wall	Dance	Sending and Receiving
Prior Learning	<p>Shapes: show contrast with my body including wide/narrow, straight/curved. Balances: explore shapes in stillness using different parts of my body. Rolls: explore rocking and rolling. Jumps: explore jumping safely.</p> <p>Shapes: understand that I can make different shapes with my body. Balances: know that I should be still when holding a balance. Rolls: know that I can change my body shape to help me to roll. Jumps: know that bending my knees will help me to land safely. Strategy: know that if I hold a shape and count to five people will see it clearly.</p>	<p>Hitting: explore hitting a ball with hands and pushing with a racket. Feeding and rallying: explore sending and tracking a ball with a partner. Footwork: explore changing direction, running and stopping.</p> <p>Hitting: know to point my hand/object at my target when hitting a ball. Feeding and rallying: know to look at the target when sending a ball and watch the ball to receive it. Footwork: know to use big steps to run and small steps to stop. Tactics: make simple decisions in response to a task. Rules: know that rules help us to stay safe.</p>	<p>Actions: explore how my body moves. Copy basic body actions and rhythms. Dynamics: explore actions in response to music and an idea. Space: begin to explore pathways and the space around me and in relation to others. Performance: perform short phrases of movement in front of others.</p> <p>Actions: understand that I can move my body in different ways to create interesting actions. Dynamics: understand that I can change my action to show an idea. Space: know that if I move into space it will help to keep me and others safe. Performance: know that when watching others I sit quietly and clap at the end. Strategy: know that if I use lots of space, it helps to make my dance look interesting.</p>	<p>Sending: explore sending an object with hands and feet. Catching: explore catching to self and with a partner. Tracking: explore stopping a ball with hands and feet. Dribbling: explore dropping and catching with two hands and moving a ball with feet.</p> <p>Sending: know to look at the target when sending a ball. Catching: know to have hands out ready to catch. Tracking: know to watch the ball as it comes towards me and scoop it with two hands. Dribbling: know that keeping the ball close will help with control.</p>
Core Learning	<p>To explore travelling movements using the space around you. To develop quality when performing gymnastic shapes. To develop stability and control when performing balances. To develop technique and control when performing shape jumps. To develop technique in the barrel, straight and forward roll. To link gymnastic actions to create a sequence.</p>	<p>To defend space, using the ready position. To play against an opponent and keep the score. To develop control when handling a racket. To develop racket and ball skills. To develop sending a ball using a racket. To develop hitting over a net.</p>	<p>To explore travelling actions and use counts of 8 to move in time with the music. To remember and repeat actions and respond imaginatively to a stimulus. To copy, remember and repeat actions that represent the theme. To copy, repeat, create and perform actions that represent the theme. To use expression and create actions that relate to the story. To use a pathway when travelling. To copy, repeat and choose actions that represent the theme. To show changes in expression, level and shape.</p>	<p>To develop rolling and throwing a ball towards a target. To develop receiving a rolling ball and tracking skills. To be able to send and receive a ball with your feet. To develop throwing and catching skills over a short distance. To develop throwing and catching skills over a longer distance. To apply sending and receiving skills to small games.</p>

Key vocabulary	Action, travel, balance, jump, direction, roll, point, shape, speed, fast, slow, level	Safely, ready position, partner, score, rocket, net, underarm, space, points	Counts, action, travel, pose, move, direction, forwards, backwards, speed, fast, slow, level, shape	Aim, throw, roll, kick, catch, safely, racket
Assessment criteria	<p>I am confident to perform in front of others.</p> <p>I can link simple actions together to create a sequence.</p> <p>I can make my body tense, relaxed, stretched and curled.</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I can remember and repeat actions and shapes.</p> <p>I can say what I liked about someone else's performance.</p> <p>I can use apparatus safely and wait for my turn.</p>	<p>I can hit a ball using a racket.</p> <p>I can throw a ball to land over the net and into the court area.</p> <p>I can track balls and other equipment sent to me.</p> <p>I can use a ready position to move to the ball.</p> <p>I know how to score points.</p> <p>I recognise changes in my body when I do exercise.</p> <p>I show honesty and fair play when playing against an opponent.</p>	<p>I am beginning to use counts.</p> <p>I can copy, remember and repeat actions.</p> <p>I can move confidently and safely.</p> <p>I can use different parts of the body in isolation and together.</p> <p>I can work with others to share ideas and select actions.</p> <p>I choose appropriate movements for different dance ideas.</p> <p>I say what I liked about someone else's performance.</p> <p>I show some sense of dynamic and expressive qualities in my dance.</p>	<p>I am beginning to send and receive a ball with my feet.</p> <p>I can catch a ball with some success.</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I can roll a ball towards a target.</p> <p>I can throw a ball to a partner.</p> <p>I can track a ball that is coming towards me.</p> <p>I can work co-operatively with a partner.</p>
National Curriculum links	<p>ENGLISH</p> <p>Learning vocabulary - Straight, barrel, tuck, pike, straddle, sequence</p> <p>Listening, understanding and following instructions</p> <p>Communicating ideas</p> <p>Providing feedback on others performances</p> <p>Creating letters with their body to spell words</p> <p>Describing shapes</p> <p>MATHS</p> <p>Counting the number of actions to include</p> <p>Holding balances for 5 seconds</p> <p>Creating shapes with their body</p> <p>SCIENCE</p> <p>Exploring how to jump and land safely</p>	<p>ENGLISH</p> <p>Learning vocabulary – accurate, tactics, continuously, target, opponent</p> <p>Listening to and following instructions</p> <p>Expressing ideas</p> <p>MATHS</p> <p>Counting</p> <p>Keeping the score</p> <p>Estimating distances</p> <p>SCIENCE</p> <p>Discussing how a release point affects where the ball will go</p> <p>Understanding changes to the body during exercise</p>	<p>ENGLISH</p> <p>Learning vocabulary - swaying, floating, gust, swirling, galloping</p> <p>Listening and following instructions</p> <p>Expressing ideas</p> <p>Communicating with others</p> <p>MATHS</p> <p>Using counts to stay in time with music and a partner</p> <p>Use of numbers</p> <p>SCIENCE</p> <p>Discussing how trees and leaves move</p>	<p>ENGLISH</p> <p>Communicating with others</p> <p>Expressing ideas</p> <p>Listening and following instructions</p> <p>Learning vocabulary - target, send, track, receive, partner and distance</p> <p>MATHS</p> <p>Estimating distances</p> <p>Adding points in a game situation</p> <p>Counting the catches made</p> <p>SCIENCE</p> <p>Observing changes to the body while exercising</p>

Equipment	<p>Beanbags x40, benches x4, cones x30, hoops x8, agility table x3, mats x15, Mini hurdles x6, relay batons x1, Base stations x30, skipping ropes x2</p> <p>Optional: agility trestle, climbing frame, foam wedge, springboard</p>	<p>Beanbags x15, cones x90, hoops x60, Tennis balls x30, tennis rackets x30, nets x1, small sponge balls x30, playground ball x30</p> <p>Optional: benches</p>	<p>Hoops x30, parachute x1</p> <p>Optional: cones</p>	<p>Tennis balls x30, playground ball x30, hoops x15, small sponge balls x30, Bucket x5, base stations x30, cones x60</p>
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PE Year 1 Summer

Term	Summer 1	Summer 1	Summer 2	Summer 2
Unit of work	Striking and Fielding	Team Building	Ball Skills	Target Games
Prior Learning	<p>Striking: explore sending a ball to a partner. Fielding: explore tracking and stopping a rolling ball. Throwing and catching: explore rolling, throwing and catching using a variety of equipment.</p> <p>Striking: know to point my hand at my target when striking a ball. Fielding: know to scoop a ball with two hands. Throwing and catching: know to point my hand at my target when throwing. Know to have hands out ready to catch. Tactics: make simple decisions in response to a task. Rules: know that rules help us to stay safe.</p>	<p>Problem solving: explore activities where I have to make my own decisions. Navigational skills: explore moving in space and following a path. Communication: develop confidence in expressing myself.</p> <p>Problem solving: make simple decisions in response to a task. Navigational skills: know that moving into space away from others will help me to stay safe. Know to leave a gap when following a path will help me to stay safe. Communication: know that talking with a partner will help me to solve challenges e.g. 'let's go to the green hoop next'. Reflection: begin to identify when I am successful. Rules: know that rules help us to stay safe.</p>	<p>Sending: explore sending an object with hands and feet. Catching: explore catching to self and with a partner. Tracking: explore stopping a ball with hands and feet. Dribbling: explore dropping and catching with two hands and moving a ball with feet.</p> <p>Sending: know to look at the target when sending a ball. Catching: know to have hands out ready to catch. Tracking: know to watch the ball as it comes towards me and scoop it with two hands. Dribbling: know that keeping the ball close will help with control.</p>	<p>Throwing: explore throwing using a variety of equipment. Catching: explore catching using a variety of equipment.</p> <p>Throwing: know to point my hand at my target when throwing. Catching: know to have hands out ready to catch. Tactics: make simple decisions in response to a task. Rules: know that rules help us to stay safe.</p>
Core Learning	<p>To develop underarm throwing and catching and put this into small sided games. To develop overarm throwing. To develop striking a ball with my hand and equipment. To retrieve a ball when fielding. To understand how to get a batter out. To develop decision making and understand how to score points.</p>	<p>To co-operate and communicate with a partner to solve challenges. To explore and develop teamwork skills. To develop communication skills. To use communication skills to lead a partner. To plan with a partner and small group to solve problems. To communicate with a group to solve challenges.</p>	<p>To develop control and co-ordination when dribbling a ball with your hands. To explore accuracy when rolling a ball. To explore throwing with accuracy towards a target. To explore catching with two hands. To explore control and co-ordination when dribbling a ball with your feet. To explore tracking a ball that is coming towards me.</p>	<p>To develop underarm throwing towards a target. To develop throwing for accuracy. To develop underarm and overarm throwing for accuracy. To develop throwing for accuracy and distance using underarm and overarm. To select the correct technique for the situation. To develop throwing for accuracy and distance.</p>
Key vocabulary	Throw, points, target, pass, space, score, team, hit, catch, send, batter, bowler, fielder	Solve, teamwork, lead, direction, co-operate, instructions, share, listen, safely, travel	Far, aim, safely, throw, send, roll, catch, direction, balance	Far, aim, team, throw, score, send, points, distance, overarm, underarm, target
Assessment criteria	<p>I can catch a beanbag and a medium-sized ball. I can roll a ball towards a target. I can strike a ball using my hand.</p>	<p>I can communicate simple instructions. I can follow instructions. I can follow path and lead others. I can listen to others' ideas.</p>	<p>I am beginning to catch with two hands. I am beginning to dribble a ball with my hands and feet.</p>	<p>I can recognise changes in my body when I do exercise. I can use an overarm throw aiming towards a target.</p>

	<p>I can track a ball that is coming towards me.</p> <p>I know how to score points.</p> <p>I understand the rules and I am beginning to use these to play honestly and fairly.</p> <p>I understand when I am successful.</p>	<p>I can suggest ideas to solve tasks.</p> <p>I can work with a partner and a small group.</p> <p>I understand the rules of the game.</p>	<p>I am beginning to understand simple tactics.</p> <p>I can roll and throw with some accuracy towards a target.</p> <p>I can say when someone was successful.</p> <p>I can track a ball that is coming towards me.</p> <p>I can work co-operatively with a partner.</p>	<p>I can roll a ball towards a target.</p> <p>I can use an underarm throw aiming towards a target.</p> <p>I can work co-operatively with a partner.</p> <p>I understand what good technique looks like.</p>
National Curriculum links	<p>ENGLISH</p> <p>Learning vocabulary – striking, fielding, target, opponent, batter, bowler</p> <p>Listening to and following instructions</p> <p>Expressing and communicating ideas</p> <p>MATHS</p> <p>Counting</p> <p>Keeping the score</p> <p>Adding points together</p> <p>Estimating distances</p> <p>SCIENCE</p> <p>Understanding changes to the body during exercise</p>	<p>ENGLISH</p> <p>Learning vocabulary – teamwork, communication, planning</p> <p>Listening to and following instructions</p> <p>Communicating with others</p> <p>Giving simple instructions</p> <p>Expressing ideas</p> <p>MATHS</p> <p>Creating shapes</p> <p>Counting</p> <p>Using directions</p>	<p>ENGLISH</p> <p>Learning vocabulary – ready position, far, aim, dribbling, throw, score</p> <p>Listening and following instructions</p> <p>Exploring ideas</p> <p>Communicating with others</p> <p>MATHS</p> <p>Counting</p> <p>Keeping the score</p> <p>SCIENCE</p> <p>Identifying changes in the body during exercise</p>	<p>ENGLISH</p> <p>Learning vocabulary – aim, target, underarm, overarm, accuracy, distance</p> <p>Listening to and following instructions.</p> <p>Expressing ideas, how to throw towards a target, when they were successful and why.</p> <p>Communicating with others in pairs and small groups.</p> <p>MATHS</p> <p>Estimating distances.</p> <p>Counting.</p> <p>SCIENCE</p> <p>Observing changes in the body before, during and after exercise.</p>
Equipment	<p>Beanbags x30, hoops x8, playground ball x30, tennis balls x30, tennis rackets x15, cones x60, cricket bats x8</p>	<p>Blindfolds x15, goal ball x6, hoops x30, Playground ball x15, tennis balls x21, beanbags x42, cones x56, parachute x1, skipping ropes x8, tennis rackets x30, balloons x8, pack of cards x1</p> <p>Optional: benches, base stations, tunnels, tambourine, hurdles</p>	<p>Cones x60, playground ball x30, tennis balls x30, hoops x8, beanbags x30</p>	<p>Beanbags x30, hoops x35, skipping ropes x30, shuttlecock x30, cones x60, playground ball x30, tennis balls x30, tall cones x32, golf club x15, air flow ball x30</p> <p>Optional: hurdles, footballs, cricket bats, tennis rackets</p>

PE Year 2 Autumn

Term	Autumn 1	Autumn 1	Autumn 2	Autumn 2
Unit of work	Ball Skills	Fitness	Gymnastics	Yoga
Prior Learning	<p>Sending: roll and throw with some accuracy towards a target. Catching: begin to catch with two hands. Catch after a bounce. Tracking: track a ball being sent directly. Dribbling: explore dribbling with hands and feet.</p> <p>Sending: know to face my body towards my target when rolling and throwing underarm to help me to balance. Catching: know to watch the ball as it comes towards me. Tracking: know to move my feet to get in the line with the ball. Dribbling: know that moving with a ball is called dribbling.</p>	<p>Agility: change direction whilst running. Balance: explore balancing in more challenging activities with some success. Co-ordination: explore co-ordination when using equipment. Speed: explore running at different speeds. Strength: explore exercises using my own body weight. Stamina: explore moving for longer periods of time and identify how it makes me feel.</p> <p>Agility: understand that bending my knees will help me to change direction. Balance: know that looking ahead will help me to balance. Co-ordination: know that using the opposite arm to leg at the same time helps me to perform skills such as running and throwing. Speed: understand that if I swing my arms it will help me to run faster. Strength: understand that exercise helps me to become stronger. Stamina: understand that when I move for a long time it can make me feel hot and I breathe faster.</p>	<p>Shapes: explore basic shapes straight, tuck, straddle, pike. Balances: perform balances making my body tense, stretched and curled. Rolls: explore barrel, straight and forward roll progressions. Jumps: explore shape jumps including jumping off low apparatus.</p> <p>Shapes: understand that I can improve my shapes by extending parts of my body. Balances: know that balances should be held for 5 seconds. Rolls: know that I can use different shapes to roll. Jumps: know that landing on the balls of my feet helps me to land with control. Strategy: know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended.</p>	<p>Balance: perform balances and poses making my body tense, stretched and curled. Flexibility: explore poses and movements that challenge my flexibility. Strength: explore strength whilst transitioning from one pose to another. Mindfulness: recognise my own feelings in response to a task or activity.</p> <p>Balance: know that if I focus on something still it will help me to balance. Flexibility: know that yoga helps to improve flexibility which we need in everyday tasks. Strength: know that I can use my strength to move slowly and with control. Mindfulness: understand that yoga can make me feel happy</p>
Core Learning	<p>To be able to roll a ball to hit a target. To develop co-ordination and be able to stop a rolling ball. To develop technique and control when dribbling a ball with your feet. To develop control and technique when kicking a ball. To develop co-ordination and technique when throwing and catching. To develop control and co-ordination when dribbling a ball with your hands.</p>	<p>To understand how to run for longer periods of time without stopping. To develop co-ordination and timing when jumping in a long rope. To develop individual skipping. To take part in a circuit to develop stamina and agility. To explore exercises that use your own body weight. To develop ‘ABC,’ agility, balance and co-ordination.</p>	<p>To perform gymnastic shapes and link them together. To be able to use shapes to create balances. To be able to link travelling actions and balances using apparatus. To demonstrate different shapes, take off and landings when performing jumps. To develop rolling and sequence building. To develop sequence work on apparatus.</p>	<p>To copy and repeat yoga poses. To develop an awareness of strength when completing yoga poses. To develop an awareness of flexibility when completing yoga poses. To copy and remember actions linking them into a flow. To create a flow and teach it to a partner. To explore poses and create a yoga flow.</p>

Key vocabulary	Overarm, distance, dribble, underarm, collect, target	Speed, distance, sprint, strong, pace, jog, steady, race	Action, travel, balance, jump, direction, roll, link, sequence, straddle, pike, tuck, star, level	Focus, listen, create, pose, feel, choose, position, breath, flow
Assessment criteria	<p>I am beginning to provide feedback using key words.</p> <p>I am beginning to understand and use simple tactics.</p> <p>I can dribble a ball with my hands and feet with some control.</p> <p>I can roll and throw a ball to hit a target.</p> <p>I can send and receive a ball using both kicking and throwing and catching skills.</p> <p>I can track a ball and collect it.</p> <p>I can work co-operatively with a partner and a small group.</p>	<p>I can describe how my body feels during exercise.</p> <p>I can show hopping and jumping movements with some balance and control.</p> <p>I persevere with new challenges.</p> <p>I show determination to continue working over a longer period of time.</p> <p>I understand that running at a slower speed will allow me to run for a longer period of time.</p> <p>I work with others to turn a rope and encourage others to jump at the right time.</p>	<p>I am beginning to provide feedback using key words.</p> <p>I am proud of my work and confident to perform in front of others.</p> <p>I can perform the basic gymnastic actions with some control and balance.</p> <p>I can plan and repeat simple sequences of actions.</p> <p>I can use directions and levels to make my work look interesting.</p> <p>I can use shapes when performing other skills.</p> <p>I can work safely with others and apparatus.</p>	<p>I am beginning to provide feedback using key words.</p> <p>I can copy, remember and repeat yoga flows.</p> <p>I can describe how my body feels during exercise.</p> <p>I can move from one pose to another thinking about my breath.</p> <p>I can use clear shapes when performing poses.</p> <p>I can work with others to create simple flows showing some control.</p>
National Curriculum links	<p>ENGLISH</p> <p>Learning vocabulary – distance, overarm, underarm, received, send, accurate, target</p> <p>Listening and following instructions</p> <p>Expressing ideas</p> <p>Communicating with others</p> <p>MATHS</p> <p>Counting</p> <p>Keeping the score</p> <p>SCIENCE</p> <p>Observing changes in the body and breathing after exercise</p>	<p>ENGLISH</p> <p>Learning of key vocabulary - Co ordination, agility, stamina, continuous.</p> <p>Reading task cards and following instructions.</p> <p>Communicating with others.</p> <p>MATHS</p> <p>Counting how many repetitions are made.</p> <p>Working to a time length.</p> <p>SCIENCE</p> <p>Understanding that humans feel differently when performing different exercises.</p> <p>Exploring exercises to develop different areas of fitness.</p>	<p>ENGLISH</p> <p>Learning vocabulary - Straight, barrel, tuck, pike, straddle, sequence</p> <p>Listening, understanding and following instructions</p> <p>Communicating ideas</p> <p>Providing feedback on others performances</p> <p>Describing shapes</p> <p>MATHS</p> <p>Counting the number of actions to include</p> <p>Counting number of actions to include in the aerobic warm up and counting to 10 seconds</p> <p>Holding balances for 5 seconds</p> <p>Creating shapes with their body</p> <p>SCIENCE</p> <p>Exploring animals and how they move</p> <p>Learning how to tense their muscles to stay balanced</p>	<p>LITERACY</p> <p>Learning vocabulary – mindfulness, wellbeing, posture, flexibility</p> <p>Listening to and following instructions.</p> <p>Communicating with others.</p> <p>Reading resource cards.</p> <p>MATHS</p> <p>Creating shapes with their body.</p> <p>Counting for breathing and poses.</p> <p>Matching a partner.</p>

Equipment	Cones x60, playground x30, tennis balls x30, hoops x8, beanbags x30	Cones x60, hoops x30, skipping ropes x30, long skipping ropes x8, benches x2, Foot speed ladder x5, team bands x15, tennis balls x15, beanbags x10, base stations x10, hurdles x8  Optional: speed bounce mats, playground ball, dice, chalk	Beanbags x40, benches x4, cones x30, hoops x8, agility table x3, mats x15, Mini hurdles x6, relay batons x1, Base stations x30, skipping ropes x2  Optional: agility trestle, climbing frame, foam wedge, springboard	Yoga mat x30, hoops x30, sand timer x1, cones x4
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PE Year 2 Spring

Term	Spring 1	Spring 1	Spring 2	Spring 2
Unit of work	Dance	Net and Wall	Invasion	Fundamentals
Prior Learning	<p>Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme.</p> <p>Dynamics: explore varying speeds to represent an idea.</p> <p>Space: explore pathways within my performance.</p> <p>Relationships: begin to explore actions and pathways with a partner.</p> <p>Performance: perform on my own and with others to an audience.</p> <p>Actions: understand that actions can be sequenced to create a dance.</p> <p>Dynamics: understand that I can create fast and slow actions to show an idea.</p> <p>Space: understand that there are different directions and pathways within space.</p> <p>Relationships: understand that when dancing with a partner it is important to be aware of each other and keep in time.</p> <p>Performance: know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished.</p> <p>Strategy: know that if I use exaggerated actions it helps the audience to see them clearly.</p>	<p>Hitting: explore hitting a dropped ball with a racket.</p> <p>Feeding: throw a ball over a net to land into the court area.</p> <p>Rallying: explore sending a ball with hands and a racket.</p> <p>Footwork: use the ready position to move towards a ball.</p> <p>Hitting: know to use the centre of the racket for control.</p> <p>Feeding: know to use an underarm throw to feed to a partner.</p> <p>Rallying: know that throwing/hitting to my partner with not too much power will help them to return the ball.</p> <p>Footwork: know that using a ready position will help me to move in any direction.</p> <p>Tactics: know that tactics can help us to be successful when playing games.</p> <p>Rules: know that rules help us to play fairly.</p>	<p>Sending &amp; receiving: explore s&amp;r with hands and feet to a partner.</p> <p>Dribbling: explore dribbling with hands and feet.</p> <p>Space: recognise good space when playing games.</p> <p>Attacking: explore changing direction to move away from a partner.</p> <p>Defending: explore tracking and moving to stay with a partner.</p> <p>Sending &amp; receiving: know to look at my partner before sending the ball.</p> <p>Dribbling: know that moving with a ball is called dribbling.</p> <p>Space: understand that being in a good space helps us to pass the ball.</p> <p>Attacking: know that being able to move away from a partner helps my team to pass me the ball.</p> <p>Defending: know that staying with a partner makes it more difficult for them to receive the ball.</p> <p>Tactics: know that tactics can help us when playing games.</p> <p>Rules: know that rules help us to play fairly.</p>	<p>Running: explore changing direction and dodging. Discover how the body moves at different speeds.</p> <p>Balancing: move with some control and balance. Explore stability and landing safely.</p> <p>Jumping: demonstrate control in take off and landing when jumping.</p> <p>Hopping: begin to explore hopping in different directions.</p> <p>Skipping: show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope.</p> <p>Running: understand that bending my knees will help me to change direction.</p> <p>Understand that if I swing my arms it will help me to run faster.</p> <p>Balancing: know that looking ahead will help me to balance. Know that landing on my feet helps me to balance.</p> <p>Jumping: know that landing on the balls of my feet helps me to land with control.</p> <p>Hopping: know that I should hop with a soft bent knee.</p> <p>Skipping: know that I should use the opposite arm to leg when I skip. Know that jumping on the balls of my feet helps me to keep a consistent rhythm.</p>
Core Learning	<p>To repeat, link and choose actions.</p> <p>To create actions and accurately copy other's actions.</p> <p>To copy, remember and repeat actions using facial expressions to show different characters.</p> <p>To perform in unison creating shapes with a partner.</p>	<p>To develop racket familiarisation.</p> <p>To develop placing an object.</p> <p>To use the ready position to defend space on court.</p> <p>To develop returning a ball with hands.</p> <p>To develop returning a ball using a racket.</p> <p>To move an opponent to win a point.</p>	<p>To understand what being in possession means and support a teammate to do this.</p> <p>To use a variety of skills to score goals.</p> <p>To develop stopping goals.</p> <p>To learn how to gain possession of the ball.</p> <p>To develop an understanding of marking an opponent.</p>	<p>To develop balance, stability and landing safely.</p> <p>To explore how the body moves differently when running at different speeds.</p> <p>To develop changing direction and dodging.</p>

	<p>To be able to mirror a partner and create ideas.</p> <p>To copy, repeat and create actions in response to a stimulus.</p> <p>To copy, create and perform actions considering dynamics.</p> <p>To create a short dance phrase with a partner showing clear changes of speed.</p>		<p>To learn to apply simple tactics for attacking and defending.</p>	<p>To develop and explore jumping, hopping and skipping actions.</p> <p>To develop co-ordination and combining jumps.</p> <p>To develop combination jumping and skipping in an individual rope.</p>
Key vocabulary	Counts, action, travel, shape, direction, speed, level, space, balance, timing, mirror, pathway	Receive, opponent, quickly, trap, defend, return, collect, against	Possession, send, teammate, chest pass, received, goal, dodge, bounce pass	Jog, speed, skip, sprint, dodge, balance
Assessment criteria	<p>I am beginning to provide feedback using key words.</p> <p>I can copy, remember, repeat and create dance phrases.</p> <p>I can describe how my body feels during exercise.</p> <p>I can show a character and idea through the actions and dynamics I choose.</p> <p>I can use counts to stay in time with the music.</p> <p>I can work with a partner using mirroring and unison in our actions.</p> <p>I show confidence to perform.</p>	<p>I can defend space on my court using the ready position.</p> <p>I can describe how my body feels during exercise.</p> <p>I can hit a ball over the net and into the court area.</p> <p>I can throw accurately to a partner.</p> <p>I can use simple tactics to make it difficult for an opponent.</p> <p>I know how to score points and can remember the score.</p> <p>I show good sportsmanship when playing against an opponent.</p>	<p>I can describe how my body feels during exercise.</p> <p>I can dodge and find space away from the other team.</p> <p>I can move with a ball towards goal.</p> <p>I can sometimes dribble a ball with my hands and feet.</p> <p>I can stay with another player to try and win the ball.</p> <p>I know how to score points and can remember the score.</p> <p>I know who is on my team and I can attempt to send the ball to them.</p>	<p>I am beginning to provide feedback using key words.</p> <p>I am beginning to turn and jump in an individual skipping rope.</p> <p>I can describe how my body feels during exercise.</p> <p>I can show balance when changing direction.</p> <p>I can show hopping, skipping and jumping movements with some balance and control.</p> <p>I can work co-operatively with a partner and a small group.</p> <p>I show balance and co-ordination when running at different speeds.</p>
National Curriculum links	<p>ENGLISH</p> <p>Learning vocabulary- expression, pathway, direction, perform, dynamics</p> <p>Listening and following instructions</p> <p>Expressing ideas through movement</p> <p>Communicating with a partner</p> <p>MATHS</p> <p>Using counts to stay in time with music and a partner</p> <p>Use of numbers</p> <p>SCIENCE</p> <p>Discussing animals, trees, weather and rivers of the rainforest</p> <p>Discussing how a mirror image works</p>	<p>ENGLISH</p> <p>Learning vocabulary –tactics, continuously, target, opponent, court, defend, attack</p> <p>Listening and following instructions</p> <p>Expressing ideas</p> <p>MATHS</p> <p>Keeping the score</p> <p>SCIENCE</p> <p>Exploring release points for throws</p> <p>Exploring when to make contact with the ball and with how much force</p> <p>CITIZENSHIP</p> <p>Travelling safely around others</p> <p>Learning to work with a partner</p> <p>Learning to take turns and share equipment</p>	<p>ENGLISH</p> <p>Learning vocabulary – dodging, defence, attack, possession, interception</p> <p>Listening and following instructions</p> <p>Expressing ideas of how to lose a defender, what a good space looks like, why move towards goal</p> <p>Communicating with a partner to move away from defenders</p> <p>MATHS</p> <p>Keeping the score</p> <p>Estimating distances to create goals set distances apart</p> <p>SCIENCE</p> <p>Exploring dribbling a ball, how to make it bounce high, low</p>	<p>ENGLISH</p> <p>Learning vocabulary – dodging, sprinting, balancing, momentum</p> <p>Listening and following instructions</p> <p>Expressing ideas</p> <p>Communicating with others</p> <p>MATHS</p> <p>Counting from zero to ten seconds whilst sprinting</p> <p>Using jumps to time a partner</p> <p>SCIENCE</p> <p>Exploring what helps to make them balance</p> <p>Exploring how to jump, hop and skip for distance</p> <p>Understanding changes to the body during exercise</p>

		Structuring feedback on others' performances	CITIZENSHIP Travelling safely around others Learning to work in a team Learning to take turns and share equipment Structuring feedback on others performances	
Equipment	Hoops x30, parachute x1  Optional: cones	Beanbags x15, cones x90, hoops x60, Tennis balls x30, tennis rackets x30, nets x1, small sponge balls x30, playground ball x30  Optional: benches	Team bands x30, hoops x15, playground ball x30, base stations x30, footballs x15, beanbags x7, tennis balls x15, cones x63, air flow ball x7, hockey stick x7	Team bands x6, beanbags x30, cones x30, French skipping ropes x10, base stations x30, skipping ropes x30, hurdles x8, mats x4, hurdles x10, foot speed ladder x4  Optional: benches, long skipping ropes, foot speed ladder

PE Year 2 Summer

Term	Summer 1	Summer 1	Summer 2	Summer 2
Unit of work	Sending and Receiving	Team Building	Athletics	Striking and Fielding
Prior Learning	<p>Sending &amp; receiving: explore s&amp;r with hands and feet to a partner.                      Sending: roll and throw with some accuracy towards a target.                      Catching: begin to catch with two hands. Catch after a bounce.                      Tracking: track a ball being sent directly.                      Dribbling: explore dribbling with hands and feet.</p> <p>Sending &amp; receiving: know to look at my partner before sending the ball.                      Sending: know to face my body towards my target when rolling and throwing underarm to help me to balance.                      Catching: know to watch the ball as it comes towards me.                      Tracking: know to move my feet to get in the line with the ball.                      Dribbling: know that moving with a ball is called dribbling.</p>	<p>Problem solving: suggest ideas in response to a task.                      Navigational skills: follow a path and lead others.                      Communication: communicate simple instructions and listen to others.</p> <p>Problem solving: know that working collaboratively with others will help to solve challenges.                      Navigational skills: know that deciding which way to go before starting will help me.                      Communication: know that using short instructions will help my partner e.g. start/stop.                      Reflection: identify when I am successful and make basic observations about how to improve.                      Rules: know that rules help us to play fairly.</p>	<p>Running: explore running at different speeds.                      Jumping: develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance.                      Throwing: explore throwing for distance and accuracy.</p> <p>Running: understand that if I swing my arms it will help me to run faster.                      Jumping: know that landing on the balls of my feet helps me to land with control.                      Understand that if I bend my knees it will help me to jump further.                      Throwing: know that stepping forward with my opposite foot to hand will help me to throw further.                      Rules: know that rules help us to play fairly.</p>	<p>Striking: explore striking a ball with their hand and equipment.                      Fielding: develop tracking and retrieving a ball.                      Throwing: explore technique when throwing over and underarm.                      Catching: develop co-ordination and technique when catching.</p> <p>Striking: understand that the harder I strike, the further the ball will travel.                      Fielding: know that throwing the ball back is quicker than running with it.                      Throwing: know which type of throw to use to throw over longer distances.                      Catching: know to watch the ball as it comes towards me.                      Tactics: know that tactics can help us when playing games.                      Rules: know that rules help us to play fairly.</p>
Core Learning	<p>To roll a ball towards a target.                      To be able to track and receive a rolling ball.                      To be able to stop, send and receive a ball with your feet.                      To develop throwing and catching skills.                      To develop throwing and catching skills.                      To send and receive a ball using a racket.</p>	<p>To follow instructions and work with others.                      To co-operate and communicate in a small group to solve challenges.                      To create a plan with a group to solve the challenges.                      To communicate effectively and develop trust.                      To work as a group to solve problems.                      To work with a group to copy and create a basic map.</p>	<p>To develop the sprinting action.                      To develop jumping for distance.                      To develop technique when jumping for height.                      To develop throwing for distance.                      To develop throwing for accuracy.                      To develop technique when taking part in an athletics carousel.</p>	<p>To be able to track a rolling ball and collect it.                      To develop accuracy in underarm throwing and consistency in catching when fielding a ball.                      To develop accuracy with overarm throwing to send a ball over a greater distance and limit a batter's score.                      To develop striking for distance and accuracy.                      To develop decision making to get a batter out.                      To develop decision making when under pressure.</p>

Key vocabulary	Track, send, accurate, target, control, release, receive	Solve, support, map, direction, co-operate, successful, share, plan, communicate	Speed, jog, sprint, pace, balance, direction, take off, landing, swing, height, distance, overarm, underarm	Throw, score, place, strike, send, runs, track, catch, backstop/wicket keeper, batter, bowler, fielder
Assessment criteria	<p>I am beginning to provide feedback using key words.</p> <p>I am beginning to trap and cushion a ball that is coming towards me.</p> <p>I can accurately throw and kick a ball to a partner.</p> <p>I can catch a ball passed to me, with and without a bounce.</p> <p>I can roll a ball to hit a target.</p> <p>I can track a ball and stop it using my hands and feet.</p> <p>I can work co-operatively with a partner and a small group.</p> <p>I can work safely to send a ball towards a partner using a piece of equipment.</p>	<p>I can follow instructions carefully.</p> <p>I can say when I was successful at solving challenges.</p> <p>I can share my ideas and help to solve tasks.</p> <p>I can work co-operatively with a partner and a small group.</p> <p>I show honesty and can play fairly.</p> <p>I understand how to use, follow and create a simple diagram/map.</p>	<p>I can describe how my body feels during exercise.</p> <p>I can identify good technique.</p> <p>I can jump and land with control.</p> <p>I can use an overarm throw to help me to throw for distance.</p> <p>I can work with others, taking turns and sharing ideas.</p> <p>I show balance and co-ordination when running at different speeds.</p> <p>I try my best.</p>	<p>I am beginning to provide feedback using key words.</p> <p>I am developing underarm and overarm throwing skills.</p> <p>I can hit a ball using equipment with some consistency.</p> <p>I can track a ball and collect it.</p> <p>I can use simple tactics.</p> <p>I know how to score points and can remember the score.</p> <p>I understand the rules of the game and can use these to play fairly in a small group.</p>
National Curriculum links	<p>ENGLISH Learning vocabulary – target, send, track, receive, partner, opponent. Listening to and following instructions. Expressing ideas, how to send and receive a ball, when they were successful and why. Communicating with others in pairs and small groups.</p> <p>MATHS Estimating distances. Counting.</p> <p>SCIENCE Observing changes in the body before, during and after exercise.</p>	<p>ENGLISH Learning vocabulary – teamwork, communication, planning Listening to and following instructions Expressing ideas to solve a problem Communicating with others in their group or team Using vocab to navigate a blindfolded partner</p> <p>MATHS Creating shapes with their body Adding values together</p>	<p>ENGLISH Introduction of key vocabulary – speed, power, strength, accuracy Communicating ideas with a partner</p> <p>MATHS Counting how many cones they can touch in 20 seconds Counting how many jumps it takes them to get across a set distance Counting how many consecutive throws they can make Counting how many target throws they make Counting how many lengths of the playground completed in 1 minute Estimating distances to make a playing area Measuring how far they throw</p> <p>SCIENCE Understanding the effect exercise has on the body Understanding how the body reacts to different exercises Understanding which part of the body is used in jumping for height</p>	<p>ENGLISH Learning vocabulary: striking, fielding, target, opponent, batter, bowler, track, retrieve Expressing and communicating ideas. Providing feedback using key language.</p> <p>MATHS Counting and keeping the score. Estimating distances. Adding points together.</p>

			Exploring stance to increase power in their throw	
Equipment	Tennis balls x30, playground ball x30, hoops x15, small sponge balls x30, Bucket x5, base stations x30, cones x60	Blindfolds x15, goal ball x6, hoops x30, playground ball x15, tennis balls x21, beanbags x42, cones x56, parachute x1, skipping ropes x8, tennis rackets x30, balloons x8, pack of cards x1  Optional: benches, base stations, tunnels, tambourine, hurdles	Beanbags x30, cones x60, foot speed ladder x2, mini hurdles x14, plastic cane x5, skipping ropes x30, skittles x10, benches x1, base stations x30, cricket wickets x2, hoops x15	Beanbags x30, hoops x8, playground ball x30, tennis balls x30, tennis rackets x15, cones x60, cricket bats x8

PE Year 3 Autumn

Term	Autumn 1	Autumn 1	Autumn 2	Autumn 2
Unit of work	Cricket	Dance	Dodgeball	Tag Rugby
Prior Learning	<p>Striking: develop striking a ball with their hand and equipment with some consistency.</p> <p>Fielding: develop tracking a ball and decision making with the ball.</p> <p>Throwing: develop co-ordination and technique when throwing over and underarm.</p> <p>Catching: catch with two hands with some co-ordination and technique.</p> <p>Striking: understand the role of a batter. Know that striking quickly will increase the power.</p> <p>Fielding: understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points.</p> <p>Throwing: know that stepping with opposite foot to throwing arm will help me to balance.</p> <p>Catching: know to use wide fingers and pull the ball in to my chest to help me to securely catch.</p> <p>Tactics: understand and apply simple tactics for attack (batting) and defence (fielding).</p> <p>Rules: know how to score points and follow simple rules.</p>	<p>Actions: accurately remember, repeat and link actions to express an idea.</p> <p>Dynamics: develop an understanding of dynamics.</p> <p>Space: develop the use of pathways and travelling actions to include levels.</p> <p>Relationships: explore working with a partner using unison, matching and mirroring.</p> <p>Performance: develop the use of facial expressions in my performance.</p> <p>Actions: know that sequencing actions in a particular order will help me to tell the story of my dance.</p> <p>Dynamics: understand that I can change the way I perform actions to show an idea.</p> <p>Space: know that I can use different directions, pathways and levels in my dance.</p> <p>Relationships: know that using counts of 8 will help me to stay in time with my partner and the music.</p> <p>Performance: know that using facial expressions helps to show the mood of my dance.</p> <p>Strategy: know that if I practice my dance my performance will improve</p>	<p>Throwing overarm: develop co-ordination and technique when throwing overarm towards a target.</p> <p>Throwing underarm: develop co-ordination and technique when throwing underarm towards a target.</p> <p>Striking: develop striking a ball with equipment with some consistency.</p> <p>Throwing: know that stepping with opposite foot to throwing arm will help you to balance.</p> <p>Know that moving my arm quicker will give me more power.</p> <p>Striking: know to finish with my object/hand/foot pointing at my target.</p> <p>Tactics: understand and apply simple tactics.</p> <p>Rules: know how to score points and follow simple rules.</p>	<p>Sending &amp; receiving: developing s&amp;t with increased control.</p> <p>Dribbling: explore dribbling with hands and feet with increasing control on the move.</p> <p>Space: explore moving into space away from others.</p> <p>Attacking: developing moving into space away from defenders.</p> <p>Defending: explore staying close to other players to try and stop them getting the ball.</p> <p>Sending &amp; receiving: know to control the ball before sending it.</p> <p>Dribbling: know that keeping my head up will help me to know where defenders are.</p> <p>Space: know that moving into space away from defenders helps me to pass and receive a ball.</p> <p>Attacking: know that when my team is in possession of the ball, I am an attacker and we can score.</p> <p>Defending: know that when my team is not in possession of the ball, I am a defender and we need to try to get the ball. Know that standing between the ball and the attacker will help me to stop them from getting the ball.</p> <p>Tactics: understand and apply simple tactics for attack and defence.</p> <p>Rules: know how to score points and follow simple rules.</p>
Core Learning	<p>To develop overarm throwing and catching.</p> <p>To develop underarm bowling.</p> <p>To learn how to grip the bat and develop batting technique.</p>	<p>To create actions in response to a stimulus and move in unison with a partner.</p> <p>To create actions to move in contact with a partner or interact with a partner.</p>	<p>To learn the rules of dodgeball and apply them to a game situation.</p> <p>To develop throwing at a moving target.</p> <p>To use jumps, dodges and ducks to avoid being hit.</p>	<p>To develop throwing, catching and running with the ball.</p> <p>To develop an understanding of tagging rules.</p>

	<p>To be able to field a ball using a two handed pick up and a short barrier. To develop overarm bowling technique. To play apply skills learnt to mini cricket.</p>	<p>To understand how dynamics affect the actions performed. To be able to select and use actions to represent an idea. To work with a partner to choose actions that relate to an idea. To remember and repeat actions, using dynamics to clearly show different phrases. To choose actions which relate to the idea, using space and timing to make my work look interesting. To understand and use formations, choosing poses which relate to the stimulus. To use transitions and changes of timing to move into and out of shapes.</p>	<p>To develop catching a dodgeball at different heights. To learn how to block using the ball. To understand the rules of dodgeball and use them to play in a tournament.</p>	<p>To begin to use the ‘forward pass’ and ‘off side’ rule. To dodge a defender and move into space when running towards the goal. To develop defending skills and use them in a game situation. To apply the rules and skills you have learnt and play in a tag rugby tournament.</p>
Key vocabulary	Runs, technique, wicket keeper, strike, retrieve, bowl, fielding, stumped, two handed pick up, stance, wicket, short barrier, grip, batting	Unison, explore, create, feedback, perform, timing, levels, flow, dynamics, expression, actions	Throw, catch, possession, opposition, dodge, rules, court, defend, attack, protect, block, caught, communicate	Defence, receiver, mark, tag, try, dodge, opponent, possession, offside, opposition, onside, score, outwit
Assessment criteria	<p>I am able to bowl a ball towards a target. I am beginning to strike a bowled ball after a bounce. I am developing an understanding of tactics and I am beginning to use them in game situations. I am learning the rules of the game and I am beginning to use them honestly. I can persevere when learning a new skill. I can provide feedback using key words. I can use overarm and underarm throwing, and catching skills. I work co-operatively with my group to self-manage games.</p>	<p>I am respectful of others when watching them perform. I can provide feedback using key words. I can repeat, remember and perform a dance phrase. I can use counts to keep in time with a partner and group. I can use dynamic and expressive qualities in relation to an idea. I can work with a partner and in a small group, sharing ideas. I create short dance phrases that communicate the idea.</p>	<p>I am learning the rules of the game and I am beginning to use them to play fairly. I can provide feedback using key words. I can throw with some accuracy and I am beginning to catch with some consistency. I understand the aim of the game. I work co-operatively with my group to self-manage games.</p>	<p>I am learning the rules of the game and I am beginning to use them to play honestly. I can communicate with my team and move into space to help them. I can defend an opponent and attempt to tag them. I can move with a ball towards goal with increasing control. I can pass and receive the ball with some control. I can provide feedback using key words. I understand my role as an attacker and as a defender. I work cooperatively with my group to self-manage games.</p>
National Curriculum links	<p>ENGLISH Learning of key vocabulary - Fielders, batters, striking, tracking, bowling Understand and follow instructions Understand rules and apply them to game situations Communicating ideas and discussing what made them successful Spelling the word ‘WICKET’ in a scoring game</p>	<p>ENGLISH Learning of key vocabulary - stimulus, dynamics, formations, canon, unison, shape, relationships Understand and follow instructions, linking actions to counts Communication with a partner and group Communicating and exploring ideas to create a dance phrase</p> <p>MATHS</p>	<p>ENGLISH Learning of key vocabulary – Opposition, consecutive, conceding, defending Understand and follow instructions Understand rules and apply them to game situations Communicating tactics and discussing what made them successful</p> <p>MATHS</p>	<p>ENGLISH Learning of key vocabulary - Interception, opponent, defend, attack, consecutive, possession Understand and follow instructions Understand rules and apply them to game situations Communication with a partner and group</p> <p>MATHS Keeping the score in matches and the number of tags made</p>



	<p>MATHS Counting the number of objects thrown on each side of the court Keeping the score Degrees of release in throws and bowling Creating goals set distances apart</p> <p>SCIENCE Exploring overarm throwing and discussing their findings relating to technique and accuracy</p>	<p>Counting to stay in time with music and a group Using distances to create accurate formations</p> <p>MUSIC Exploring rhythm Counting music to create movement</p> <p>HISTORY Learning about the Romans and expressing this through movement</p> <p>SCIENCE Exploring and demonstrating their understanding of magnetic forces through movement Exploring and demonstrating their understanding of the seasons through movement</p>	<p>Adding points in the tournament to work out their overall placing</p> <p>SCIENCE Exploring overarm throwing and discussing their findings relating to technique and accuracy</p>	<p>Estimating distances</p>
<p>Equipment</p>	<p>Tennis balls x30, beanbags x30, cricket bats x15, cones x60, team bands x5, cricket wickets x10, hoops x8</p> <p>Optional: cricket batting tee</p>	<p>Cones x30, pencils x15, books x15</p> <p>Optional: magnet</p>	<p>Cones x30, tennis balls x20, hoops x30, benches x4, dodgeball x30, team bands x6, basketball x24</p>	<p>Cones x60 team bands x30, Tag rugby belts x30, rugby balls x15</p> <p>Optional: base stations</p>

PE Year 3 Spring

Term	Spring 1	Spring 1	Spring 2	Spring 2
Unit of work	Gymnastics	Fitness	Yoga	Netball
Prior Learning	<p>Shapes: explore using shapes in different gymnastic balances.</p> <p>Balances: remember, repeat and link combinations of gymnastic balances.</p> <p>Rolls: explore barrel, straight and forward roll and put into sequence work.</p> <p>Jumps: explore shape jumps and take off combinations.</p> <p>Shapes: know that some shapes link well together.</p> <p>Balances: understand that squeezing my muscles helps me to balance.</p> <p>Rolls: understand that there are different teaching points for different rolls.</p> <p>Jumps: understand that looking forward will help me to land with control.</p> <p>Strategy: know that if I use shapes that link well together it will help my sequence to flow.</p>	<p>Agility: demonstrate improved technique when changing direction on the move.</p> <p>Balance: demonstrate increased balance whilst travelling along and over equipment.</p> <p>Co-ordination: perform actions with increased control when co-ordinating my body with and without equipment.</p> <p>Speed: demonstrate running at different speeds.</p> <p>Strength: demonstrate increased control in body weight exercises.</p> <p>Stamina: show an ability to work for longer periods of time.</p> <p>Agility: know using small quick steps helps me to change direction.</p> <p>Balance: understand that I can squeeze my muscles to help me to balance.</p> <p>Co-ordination: understand that some skills require me to move body parts at different times such as skipping.</p> <p>Speed: know that I take shorter steps to jog and bigger steps to run.</p> <p>Strength: know that strength helps us with everyday tasks such as carrying our school bag.</p> <p>Stamina: know that I need to run slower if running for a long period of time.</p>	<p>Balance: remember, copy, and repeat sequences of linked poses.</p> <p>Flexibility: show increased awareness of extension in poses.</p> <p>Strength: demonstrate increased control in performing poses.</p> <p>Mindfulness: explore controlling my focus and sense of calm.</p> <p>Balance: understand that I can squeeze my muscles to help me to balance.</p> <p>Flexibility: know that flexibility helps us to stretch our muscles and increase the movement in our joints.</p> <p>Strength: know that strength helps us with everyday tasks such as carrying our school bag.</p> <p>Mindfulness: understand that I can use yoga to make me feel calm</p>	<p>Sending &amp; receiving: developing s&amp;t with increased control.</p> <p>Dribbling: explore dribbling with hands and feet with increasing control on the move.</p> <p>Space: explore moving into space away from others.</p> <p>Attacking: developing moving into space away from defenders.</p> <p>Defending: explore staying close to other players to try and stop them getting the ball.</p> <p>Sending &amp; receiving: know to control the ball before sending it.</p> <p>Dribbling: know that keeping my head up will help me to know where defenders are.</p> <p>Space: know that moving into space away from defenders helps me to pass and receive a ball.</p> <p>Attacking: know that when my team is in possession of the ball, I am an attacker and we can score.</p> <p>Defending: know that when my team is not in possession of the ball, I am a defender and we need to try to get the ball. Know that standing between the ball and the attacker will help me to stop them from getting the ball.</p> <p>Tactics: understand and apply simple tactics for attack and defence.</p> <p>Rules: know how to score points and follow simple rules.</p>
Core Learning	<p>To be able to create interesting point and patch balances.</p> <p>To develop stepping into shape jumps with control.</p>	<p>To develop an awareness of what your body is capable of.</p> <p>To develop speed and strength.</p> <p>To complete actions to develop co-ordination.</p>	<p>To explore connecting breath and movement.</p> <p>To explore new yoga poses and begin to connect them.</p>	<p>To develop passing and moving and play within the footwork rule.</p> <p>To develop passing and moving towards a goal.</p>

	<p>To develop the straight, barrel, and forward roll.</p> <p>To be able to transition smoothly into and out of balances.</p> <p>To create a sequence with matching and contrasting actions and shapes.</p> <p>To create a partner sequence incorporating equipment.</p>	<p>To complete actions to develop agility.</p> <p>To complete actions to develop balance.</p> <p>To complete actions to develop stamina.</p>	<p>To explore gratitude when remembering and repeating a yoga flow.</p> <p>To develop flexibility and strength in a positive summer flow.</p> <p>To develop flexibility in an individual yoga flow.</p> <p>To develop confidence and strength in arm balances.</p>	<p>To develop movement skills to lose a defender.</p> <p>To be able to defend an opponent and try to win the ball.</p> <p>To develop the shooting action.</p> <p>To develop playing using netball rules.</p>
Key vocabulary	<p>Matching, contrasting, sequence, direction, interesting, flow, explore, control, shape, create</p>	<p>Fitness, speed, strength, balance, pace, steady, agility, control, progress, co-ordination, muscle, stamina</p>	<p>Strength, perform, link, flexibility, mindfulness, try, stable, grounded, relax, control, down dog, technique</p>	<p>Footwork, landing foot, attack, pivot, interception, defence, opponent, rebound, contact, opposition, obstruction, mark, receiver, possession</p>
Assessment criteria	<p>I can adapt sequences to suit different types of apparatus.</p> <p>I can choose actions that flow well into one another.</p> <p>I can choose and plan sequences of contrasting actions.</p> <p>I can complete actions with increasing balance and control.</p> <p>I can move in unison with a partner.</p> <p>I can provide feedback using key words.</p> <p>I use a greater number of my own ideas for movements in response to a task.</p> <p>With help, I can recognise how performances could be improved.</p>	<p>I can collect and record my scores, recognising my strengths.</p> <p>I can complete exercises with control.</p> <p>I can persevere when I find a challenge hard.</p> <p>I can provide feedback using key words.</p> <p>I can use key points to help me to improve my sprinting technique.</p> <p>I can work safely with others.</p> <p>I show balance when changing direction.</p> <p>I understand that there are different areas of fitness.</p>	<p>I can copy and link yoga poses together to create a short flow.</p> <p>I can describe how yoga makes me feel.</p> <p>I can move from one pose to another in time with my breath.</p> <p>I can provide feedback using key words.</p> <p>I can work with others to create a flow including a number of poses.</p> <p>I show some stability when holding my yoga poses.</p>	<p>I am beginning to use simple tactics.</p> <p>I am learning the rules of the game and am beginning to use them honestly.</p> <p>I can communicate with my team and move into space to support them.</p> <p>I can defend an opponent and try to win the ball.</p> <p>I can pass, receive and shoot the ball with some control.</p> <p>I can provide feedback using key words.</p> <p>I understand my role as an attacker and as a defender.</p> <p>I work cooperatively with my group to self-manage games.</p>
National Curriculum links	<p>ENGLISH</p> <p>Learning of key vocabulary - Extension, body tension, momentum, rotate</p> <p>Understand and follow instructions</p> <p>Structuring and providing feedback to others</p> <p>MATHS</p> <p>Creating symmetrical shapes in their jumps</p> <p>Creating matching and contrasting shapes</p>	<p>ENGLISH</p> <p>Learning of key vocabulary – Co ordination, personal, technique, agility, stamina, continuous</p> <p>Reading task cards and following instructions</p> <p>MATHS</p> <p>Recording data on a record sheet</p> <p>Analysing data to discover areas that show the most improvement</p> <p>Timing a partner in fitness challenges</p> <p>SCIENCE</p> <p>Understanding that humans have different components of fitness</p> <p>Exploring exercises to develop different areas of fitness</p>	<p>LITERACY</p> <p>Learning vocabulary - meditation, mindfulness, wellbeing.</p> <p>Communicating ideas, thoughts and feelings.</p> <p>Communicating with others.</p>	<p>ENGLISH</p> <p>Learning of key vocabulary - Interception, possession, defence, attack, conceding</p> <p>Understand and follow instructions</p> <p>Understand rules and apply them to game situations</p> <p>Communication with a partner and team</p> <p>MATHS</p> <p>Adding scores in the tournament to get a final placing</p> <p>Creating goals set distances apart</p> <p>Estimating distances away from a partner</p>

Equipment	<p>Benches x5, agility table x4, cones x30, foam wedge x1, hoops x30, mats x15, base stations x30, springboard x1</p> <p>Optional: agility trestle, climbing frame</p>	<p>Team bands x5, basketball x3, beanbags x3, benches x2, cones x50, hoops x6, Long skipping ropes x10, mini hurdles x6, pack of cards x1, base stations x12, Skipping ropes x30, stopwatch x9, Tennis balls x30, tug of war rope x1, Balance dome x3, hurdles x6, tape measure x1</p> <p>Optional: playground ball</p>	<p>Yoga mat x30, sand timer x1, cones-yellow x5</p>	<p>Cones x40, netballs x30, team bands x15, posts x4, hoops x12, set of bibs x4</p> <p>Optional: base stations</p>
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PE Year 3 Summer

Term	Summer 1	Summer 1	Summer 2	Summer 2
Unit of work	Tennis	OAA	Athletics	Rounders
Prior Learning	<p>Hitting: develop hitting a dropped ball over a net. Feeding: accurately underarm throw over a net to a partner. Rallying: explore underarm rallying with a partner catching after one bounce. Footwork: consistently use the ready position to move towards a ball.</p> <p>Hitting: know to watch the ball as it comes towards me to help me to prepare to hit it. Feeding: know to place enough power on a ball to let it bounce once but not too much so that my partner can't return it. Rallying: know that sending the ball towards my partner will help me to keep a rally going. Footwork: know that using a ready position helps me to react quickly and return/catch a ball. Tactics: understand that applying simple tactics makes it difficult for my opponent. Rules: know how to score points and follow simple rules.</p>	<p>Problem solving: begin to plan and apply strategies to overcome a challenge. Navigational skills: follow and create a simple diagram/map. Communication: work co-operatively with a partner and a small group.</p> <p>Problem solving: know that listening to each other's ideas might give us an idea we hadn't thought of. Navigational skills: understand that the map tells us what to do. Communication: know to use encouraging words when speaking to a partner or group to help them to trust me. Reflection: verbalise when I am successful and areas that I could improve. Rules: know how to follow and apply simple rules.</p>	<p>Running: develop the sprinting action. Jumping: develop jumping, hopping and skipping actions. Explore safely jumping for distance and height. Throwing: develop overarm throwing for distance.</p> <p>Running: know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster. Jumping: know that swinging my arms forwards will help me to jump further. Throwing: know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object. Rules: know how to follow simple rules when working with others.</p>	<p>Striking: develop striking a ball with their hand and equipment with some consistency. Fielding: develop tracking a ball and decision making with the ball. Throwing: develop co-ordination and technique when throwing over and underarm. Catching: catch with two hands with some co-ordination and technique.</p> <p>Striking: understand the role of a batter. Know that striking quickly will increase the power. Fielding: understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points. Throwing: know that stepping with opposite foot to throwing arm will help me to balance. Catching: know to use wide fingers and pull the ball in to my chest to help me to securely catch. Tactics: understand and apply simple tactics for attack (batting) and defence (fielding). Rules: know how to score points and follow simple rules.</p>
Core Learning	<p>To develop racket and ball control. To develop returning the ball using a forehand groundstroke. To be able to rally using a forehand. To develop the two handed backhand. To learn how to score. To develop playing against an opponent. To work collaboratively with a partner and compete against others.</p>	<p>To develop co-operation and teamwork skills. To develop trust and team work. To involve all team members in an activity and work towards a collective goal. To develop trust whilst listening to others and following instructions. To be able to identify objects on a map, draw and follow a simple map.</p>	<p>To develop the sprinting technique and improve on your personal best. To develop changeover in relay events. To develop jumping technique in a range of approaches and take off positions. To develop throwing for distance and accuracy. To develop throwing for distance in a pull throw.</p>	<p>To play different roles in a game and begin to think tactically about each role. To develop the bowling action and learn the rules of bowling. To run around the outside of the bases and make decisions about when to stop and when to run. To field a ball using a two handed pick up and a short barrier.</p>

		To draw a route using directions. To be able to orientate a map and navigate around a grid.	To develop officiating and performing skills.	To develop batting technique and an understanding of where to hit the ball. To apply skills and rules learnt to play rounders.
Key vocabulary	Ready position, racket, track, rally, control, return, opponent, accurately	Navigate, grid, plan, route, discuss, rules, collaborate, symbol, trust, inclusive, effectively, orientate	Speed, accurately, power, personal best, determination, further, faster, control, strength, pace	Strike, batting, bowl, fielding, retrieve, two-handed pick up, stance, stumped, short barrier, technique, backstop, post, rounder
Assessment criteria	I am learning the rules of the game and I am beginning to use them to play fairly. I can provide feedback using key words. I can return a ball to a partner. I can use basic racket skills. I understand the aim of the game. I understand the benefits of exercise. I work cooperatively with my group to self-manage games.	I am developing map reading skills. I can follow and give instructions. I can listen to and am accepting of others' ideas. I can plan and attempt to apply strategies to solve problems. I can reflect on when and why I was successful at solving challenges and am beginning to understand why. I can work collaboratively with a partner and a small group.	I am developing jumping for distance. I can identify when I was successful. I can take part in a relay activity, remembering when to run and what to do. I can throw a variety of objects, changing my action for accuracy and distance. I can use different take off and landings when jumping. I can use key points to help me to improve my sprinting technique. I can work with a partner and in a small group, sharing ideas. I show determination to achieve my personal best.	I am able to bowl a ball towards a target. I am beginning to strike a bowled ball. I am developing an understanding of tactics and I am beginning to use them in game situations. I am learning the rules of the game and I am beginning to use them. I can provide feedback using key words. I can use overarm and underarm throwing and catching skills. I work co-operatively with my group to self-manage games.
National Curriculum links	ENGLISH Learning of key vocabulary –Opponent, consecutive, forehand, backhand, outwit Understand and follow instructions Understand rules and apply them to game situations Communicating tactics and discussing what made them successful  MATHS Adding numbers in ‘Rally 2,4,6,8’	ENGLISH Learning of key vocabulary – Communication, obstacle, reflect, planning, navigate Understand and follow instructions Understand rules and apply them to different challenges Expressing ideas and communicating with a partner and group  MATHS Adding body parts together in ‘Body Parts’ challenge Adding points together in ‘Gold Nuggets’ challenge  GEOGRAPHY Reading maps to navigate around a course Learning how to orientate a map	ENGLISH Learning of key vocabulary - Power, speed, strength, vertical, progressive Communicating ideas Reading task cards  MATHS Adding metres thrown to get a total Recording data Analysing data Timing partner in events Measuring distances with cones Estimating speeds to match their partner's pace  SCIENCE Understanding the effect exercise has on the body Learning the names of muscles Understanding how the body reacts to different exercises Estimating distances with cones and concluding the longest jump	ENGLISH Learning of key vocabulary -fielders, batters, striking, bowling, consecutive Understand and follow instructions Understand rules and apply them to game situations Communicating ideas and discussing what made them successful  MATHS Keeping the score using full and half rounders Estimating distances

			Exploring the impact of strength and speed on distance produced Exploring transferring weight to create power in throws	
Equipment	Cones-red x15, cones-green x15, Cones-yellow x15, tennis balls x30, Tennis rackets x30, hoops x30, cones x60  Optional: playground ball, skinned foam balls, tennis nets	Team bands x30, basketball x7, beanbags x15, benches x4, blindfolds x23, hurdles x10, mats x7, quoits x10, rackets x30, relay batons x7, base stations x30, skipping ropes x10, pencils x7, playground ball x10, hoops x24, tennis balls x42, cones x25, long skipping ropes x10	Team bands x4, basketball x15, beanbags x15, cones x60, foam javelin x10, Light shot put x15, mats x7, tape measure x6, mini hurdles x20, relay batons x8, speed bounce mats x3, stopwatch x7, benches x2, hoops x30, mats x7, discus x10, quoits x10, tennis balls x15, metal skittles and plastic canes x7	Cones x60, tennis balls x30, hoops x7, tennis rackets x15, rounders bats x15, beanbags x3  Optional: playground ball, batting tees

PE Year 4 Autumn

Term	Autumn 1	Autumn 1	Autumn 2	Autumn 2
Unit of work	Dodgeball	OAA	Hockey	Dance
Prior Learning	<p>Throwing: explore throwing at a moving target.</p> <p>Catching (dodgeball): begin to catch whilst on the move.</p> <p>Striking: begin to strike a ball with accuracy and balance.</p> <p>Throwing: know to throw slightly ahead of a moving target.</p> <p>Catching (dodgeball): know that beginning in a ready position will help me to react to the ball.</p> <p>Striking: know that using a bigger swing will give me more power.</p> <p>Tactics: know that using simple tactics will help my team to achieve an outcome e.g. spread out so that we are harder to aim for.</p> <p>Rules: know the rules of the game and begin to apply them.</p>	<p>Problem solving: discuss how to follow trails and solve problems. Work with others to select appropriate equipment for the task.</p> <p>Navigational skills: identify where I am on a simple map. Use and begin to create simple maps and diagrams and follow a trail.</p> <p>Communication: follow and give instructions and accept other peoples' ideas.</p> <p>Problem solving: know that trying ideas before deciding on a solution will help us to come up with the best idea.</p> <p>Navigational skills: know to hold the map so that the items on the map match up to the items that have been placed out.</p> <p>Communication: know to take turns when giving ideas and not to interrupt each other.</p> <p>Reflection: reflect on when and why I am successful at solving challenges.</p> <p>Rules: know that using the rules honestly will help to keep myself and others safe.</p>	<p>Sending &amp; receiving : explore s&amp;r abiding by the rules of the game.</p> <p>Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure.</p> <p>Space: develop using space as a team.</p> <p>Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games.</p> <p>Defending: develop tracking opponents to limit their scoring opportunities.</p> <p>Sending &amp; receiving: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.</p> <p>Dribbling: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders.</p> <p>Space: know that by spreading out as a team we move the defenders away from each other.</p> <p>Attacking and defending: know my role as an attacker and defender.</p> <p>Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession.</p> <p>Rules: know the rules of the game and begin to apply them.</p>	<p>Actions: create actions in response to a stimulus individually and in groups.</p> <p>Dynamics: use dynamics effectively to express an idea.</p> <p>Space: use direction to transition between formations.</p> <p>Relationships: develop an understanding of formations.</p> <p>Performance: perform short, self-choreographed phrases showing an awareness of timing.</p> <p>Actions: understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance.</p> <p>Dynamics: understand that all actions can be performed differently to help to show effect.</p> <p>Space: understand that I can use space to help my dance to flow.</p> <p>Relationships: understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics.</p> <p>Performance: understand that I can use timing techniques such as canon and unison to create effect.</p> <p>Strategy: know that if I show sensitivity to the music, my performance will look more complete.</p>
Core Learning	<p>To learn the rules of dodgeball and apply them to a game situation.</p> <p>To develop throwing at a moving target.</p> <p>To use jumps, dodges and ducks to avoid being hit.</p>	<p>To develop co-operation and teamwork skills.</p> <p>To develop trust and team work.</p> <p>To involve all team members in an activity and work towards a collective goal.</p>	<p>To develop sending the ball with a push pass.</p> <p>To develop receiving the ball.</p> <p>To develop dribbling using the reverse stick (Indian dribble).</p>	<p>To copy and create actions in response to an idea and be able to adapt this using changes of space.</p> <p>To choose actions which relate to the theme.</p>



	<p>To develop catching a dodgeball at different heights. To learn how to block using the ball. To understand the rules of dodgeball and use them to play in a tournament.</p>	<p>To develop trust whilst listening to others and following instructions. To be able to identify objects on a map, draw and follow a simple map. To draw a route using directions. To be able to orientate a map and navigate around a grid.</p>	<p>To develop moving into space after passing the ball. To use an open stick tackle to gain possession. To apply defending and attacking principles and skills in a hockey tournament.</p>	<p>To use actions, dynamics, spacing and timing to represent a state of matter. To use actions, dynamics, spacing and timing to represent a state of matter. To remember and repeat actions and create dance ideas in response to a stimulus. To use action and reaction when creating ideas with a partner. To remember, repeat and create actions to represent an idea. To use choreographing ideas to change how actions are performed.</p>
Key vocabulary	Throw, catch, possession, opposition, dodge, rules, court, defend, attack, protect, block, caught, communicate	Navigate, grid, plan, route, discuss, rules, collaborate, symbol, trust, inclusive, effectively, orientate	Dribble, receiver, attack, shoot, interception, defence, opponent, trapping the ball, mark, opposition, obstruction, push pass, grip, possession	Space, action, levels, timing, reaction, performance, dynamics, unison, represent, expression
Assessment criteria	<p>I can catch with increasing consistency. I can communicate with my teammates to apply simple tactics. I can provide feedback using key terminology and understand what I need to do to improve. I can return to the ready position to defend myself. I can throw with some accuracy at a target. I share ideas and work with others to manage our game. I understand the rules of the game and I can use them often and honestly.</p>	<p>I can accurately follow and give instructions. I can confidently communicate ideas and listen to others. I can identify key symbols on a map and use a key to help navigate around a grid. I can plan and apply strategies to solve problems. I can reflect on when and why I was successful at solving challenges. I can work collaboratively and effectively with a partner and a small group.</p>	<p>I can delay an opponent and help to prevent the other team from scoring. I can dribble, pass, receive and shoot the ball with increasing control. I can move to space to help my team to keep possession and score goals. I can provide feedback using key terminology and understand what I need to do to improve. I can use simple tactics to help my team score or gain possession. I share ideas and work with others to manage our game. I understand the rules of the game and I can use them often and honestly.</p>	<p>I can choose actions and dynamics to convey a character or idea. I can copy and remember set choreography. I can provide feedback using appropriate language relating to the lesson. I can respond imaginatively to a range of stimuli relating to character and narrative. I can use changes in timing and spacing to develop a dance. I can use counts to keep in time with others and the music. I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group. I show respect for others when working as a group and watching others perform.</p>
National Curriculum links	<p>ENGLISH Learning of key vocabulary – Opposition, consecutive, conceding, defending Understand and follow instructions Understand rules and apply them to game situations Communicating tactics and discussing what made them successful</p> <p>MATHS Adding points in the tournament to work out their overall placing</p>	<p>ENGLISH Learning of key vocabulary – Communication, obstacle, reflect, planning, navigate Understand and follow instructions Understand rules and apply them to different challenges Expressing ideas and communicating with a partner and group</p> <p>MATHS</p>	<p>ENGLISH Learning of key vocabulary - interception, possession, opposition, defender, attacker, reverse. Understand and follow instructions. Understand rules and apply them to game situations. Communication with a partner and group.</p> <p>MATHS Adding scores in the tournament to get a final placing.</p>	<p>ENGLISH Learning of key vocabulary - stimulus, dynamics, formations, canon, unison, relationships Understand and follow instructions Communication with a partner and group to express an idea</p> <p>MATHS Counting to stay in time with music and a group</p>

	<p>SCIENCE Exploring overarm throwing and discussing their findings relating to technique and accuracy</p>	<p>Adding body parts together in 'Body Parts' challenge Adding points together in 'Gold Nuggets' challenge</p> <p>GEOGRAPHY Reading maps to navigate around a course Learning how to orientate a map</p>	<p>Creating goals set distances apart. Estimating distances away from a partner.</p>	<p>Using distances to create accurate formations</p> <p>MUSIC Exploring rhythm Counting music to create movement</p> <p>SCIENCE Exploring states of matter and expressing an understanding through movement</p>
<p>Equipment</p>	<p>Cones x30, tennis balls x20, hoops x30, benches x4, dodgeball x30, team bands x6, basketball x24</p>	<p>Team bands x30, basketball x7, beanbags x15, benches x4, blindfolds x23, hurdles x10, mats x7, quoits x10, rackets x30, relay batons x7, base stations x30, skipping ropes x10, pencils x7, playground ball x10, hoops x24, tennis balls x42, cones x25, long skipping ropes x10</p>	<p>Hockey stick x30, cones x40, team bands x30, tennis balls x30, hoops x30</p>	<p>Cones x30, pencils x15, books x15</p> <p>Optional: magnet</p>

PE Year 4 Spring

Term	Spring 1	Spring 1	Spring 2	Spring 2
Unit of work	Fitness	Gymnastics	Yoga	Football
Prior Learning	<p>Agility: show balance when changing direction.</p> <p>Balance: explore more complex activities which challenge balance.</p> <p>Co-ordination: co-ordinate my body with increased consistency in a variety of activities.</p> <p>Speed: explore sprinting technique.</p> <p>Strength: explore building strength in different muscle groups.</p> <p>Stamina: explore using my breath to increase my ability to work for longer periods of time.</p> <p>Agility: understand how agility helps us with everyday tasks.</p> <p>Balance: understand how balance helps us with everyday tasks.</p> <p>Co-ordination: understand how co-ordination helps us with everyday tasks.</p> <p>Speed: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down.</p> <p>Strength: know that when completing strength activities they need to be performed slowly and with control to help me to stay safe.</p> <p>Stamina: understand how stamina helps us in other life activities.</p>	<p>Shapes: explore matching and contrasting shapes.</p> <p>Balances: explore point and patch balances and transition smoothly into and out of them.</p> <p>Rolls: develop the straight, barrel, and forward roll.</p> <p>Jumps: develop stepping into shape jumps with control.</p> <p>Shapes: understand how to use body tension to make my shapes look better.</p> <p>Balances: understand that I can make my balances look interesting by using different levels.</p> <p>Rolls: understand the safety considerations when performing more difficult rolls.</p> <p>Jumps: understand that I can change the take off and shape of my jumps to make them look interesting.</p> <p>Strategy: know that if I use different levels it will help to make my sequence look interesting.</p>	<p>Balance: demonstrate increased control when in poses.</p> <p>Flexibility: explore poses and movement in relation to my breath.</p> <p>Strength: explore arm balances with some control.</p> <p>Mindfulness: develop my ability to stay still and keep my focus.</p> <p>Balance: understand that if I use the whole of the body part in contact with the floor, it will help me to balance.</p> <p>Flexibility: know that if I move as I breathe out I can stretch a little bit further.</p> <p>Strength: understand that I need to use different muscles for different poses.</p> <p>Mindfulness: know that I can use my breath to focus.</p>	<p>Sending &amp; receiving : explore s&amp;r abiding by the rules of the game.</p> <p>Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure.</p> <p>Space: develop using space as a team.</p> <p>Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games.</p> <p>Defending: develop tracking opponents to limit their scoring opportunities.</p> <p>Sending &amp; receiving: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.</p> <p>Dribbling: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders.</p> <p>Space: know that by spreading out as a team we move the defenders away from each other.</p> <p>Attacking and defending: know my role as an attacker and defender.</p> <p>Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession.</p> <p>Rules: know the rules of the game and begin to apply them.</p>
Core Learning	<p>To develop an awareness of what your body is capable of.</p> <p>To develop speed and strength.</p> <p>To complete actions to develop co-ordination.</p> <p>To complete actions to develop agility.</p> <p>To complete actions to develop balance.</p>	<p>To develop individual and partner balances.</p> <p>To develop control in performing and landing rotation jumps.</p> <p>To develop the straight, barrel, forward and straddle roll.</p> <p>To develop the straight, barrel, forward and straddle roll.</p>	<p>To explore connecting breath and movement.</p> <p>To explore new yoga poses and begin to connect them.</p> <p>To explore gratitude when remembering and repeating a yoga flow.</p>	<p>To develop controlling the ball and dribbling under pressure.</p> <p>To develop passing to a teammate.</p> <p>To be able to control the ball with different parts of the body.</p> <p>To develop changing direction with the ball using an inside and outside hook.</p>

	To complete actions to develop stamina.	To develop strength in inverted movements. To be able to create a partner sequence to include apparatus.	To develop flexibility and strength in a positive summer flow. To develop flexibility in an individual yoga flow. To develop confidence and strength in arm balances.	To jockey / track an opponent. To be able to apply the rules and tactics you have learnt to play in a football tournament.
Key vocabulary	Fitness, speed, strength, balance, pace, steady, agility, control, progress, co-ordination, muscle, stamina	Technique, quality, sequence, perform, rotation, extension, apparatus, inverted, shape	Strength, flexibility, stable, control, perform, mindfulness, grounded, down dog, link, try, relax, technique	Goalkeeper, attacker, outside, opponent, communicate, possession, opposition, tracking, inside, dribbling, control, available, defender, tackler
Assessment criteria	<p>I can collect and record my scores and identify areas I need to improve.</p> <p>I can use key points to help me to improve my sprinting technique.</p> <p>I share ideas and work with others to manage activities.</p> <p>I show balance when changing direction at speed.</p> <p>I show control when completing activities to improve balance.</p> <p>I show determination to continue working over a period of time.</p> <p>I understand there are different areas of fitness and that each area challenges my body differently.</p>	<p>I can explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>I can identify some muscle groups used in gymnastic activities.</p> <p>I can plan and perform sequences with a partner that include a change of level and shape.</p> <p>I can provide feedback using appropriate language relating to the lesson.</p> <p>I can safely perform balances individually and with a partner.</p> <p>I can watch, describe and suggest possible improvements to others' performances and my own.</p> <p>I understand how body tension can improve the control and quality of my movements.</p>	<p>I can describe how yoga makes me feel and can talk about the benefits of yoga.</p> <p>I can link poses together to create a yoga flow.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can transition from pose to pose in time with my breath.</p> <p>I can work collaboratively and effectively with others.</p> <p>I demonstrate yoga poses which show clear shapes.</p> <p>I show increasing control and balance when moving from one pose to another.</p>	<p>I can delay an opponent and help to prevent the other team from scoring.</p> <p>I can dribble, pass, receive and shoot the ball with increasing control.</p> <p>I can move to space to help my team to keep possession and score goals.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can use simple tactics to help my team score or gain possession.</p> <p>I share ideas and work with others to manage our game.</p> <p>I understand the rules of the game and I can use them often and honestly.</p>
National Curriculum links	<p>ENGLISH Learning of key vocabulary – Co ordination, personal, technique, agility, stamina, continuous Reading task cards and following instructions</p> <p>MATHS Recording data on a record sheet Analysing data to discover areas that show the most improvement Timing a partner in fitness challenges</p> <p>SCIENCE Understanding that humans have different components of fitness Exploring exercises to develop different areas of fitness</p>	<p>ENGLISH Learning of key vocabulary - extension, body tension, momentum, inversion, pathways Understand and safely follow instructions Structuring and providing feedback to others</p> <p>MATHS Learning degrees of rotation through jumps Creating an understanding of inversion through shoulder stands and bridges</p>	<p>LITERACY Learning vocabulary - meditation, mindfulness, wellbeing. Communicating ideas, thoughts and feelings. Communicating with others.</p>	<p>ENGLISH Learning of key vocabulary - Interception, opponent, defend, attack, tracking, possession Understand and follow instructions Understand rules and apply them to game situations Communication with a partner and group</p> <p>MATHS Adding scores in the tournament to get a final placing Creating goals set distances apart</p>

Equipment	<p>Team bands x5, basketball x3, beanbags x3, benches x2, cones x50, hoops x6, long skipping ropes x10, mini hurdles x6, pack of cards x1, base stations x12, skipping ropes x30, stopwatch x9, tennis balls x30, tug of war rope x1, balance dome x3, hurdles x6, tape measure x1</p> <p>Optional: playground ball</p>	<p>Benches x5, agility table x4, cones x30, Foam wedge x1, hoops x30, mats x15, Base stations x30, springboard x1</p> <p>Optional: agility trestle, climbing frame</p>	<p>Yoga mat x30, sand timer x1, Cones-yellow x5</p>	<p>Footballs x30, cones x60, team bands x30, skipping ropes x4</p>
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PE Year 4 Summer

Term	Summer 1	Summer 1	Summer 2	Summer 2
Unit of work	Tennis	Basketball	Athletics	Rounders
Prior Learning	<p>Shots: explore returning a ball using shots such as the forehand and backhand.                      Rallying: explore rallying using a forehand.                      Footwork: consistently use and return to the ready position in between shots.</p> <p>Shots: know that pointing the racket face/my hand where I want the ball to go and turning my body will help me to hit accurately.                      Rallying: know that hitting towards my partner will help them to return the ball easier and keep the rally going.                      Footwork: know that moving to the middle of my court will enable me to cover the most space.                      Tactics: know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space.                      Rules: know the rules of the game and begin to apply them.</p>	<p>Sending &amp; receiving : explore s&amp;r abiding by the rules of the game.                      Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure.                      Space: develop using space as a team.                      Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games.                      Defending: develop tracking opponents to limit their scoring opportunities.</p> <p>Sending &amp; receiving: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.                      Dribbling: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders.                      Space: know that by spreading out as a team we move the defenders away from each other.                      Attacking and defending: know my role as an attacker and defender.                      Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession.                      Rules: know the rules of the game and begin to apply them.</p>	<p>Running: develop the sprinting technique and apply it to relay events.                      Jumping: develop technique when jumping for distance in a range of approaches and take off positions.                      Throwing: explore the technique for a pull throw.</p> <p>Running: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down.                      Jumping: know that if I jump and land in quick succession, the momentum will help me to jump further.                      Throwing: understand that the speed of the movement helps to create power.                      Rules: know the rules of the event and begin to apply them.</p>	<p>Striking: begin to strike a bowled ball after a bounce with different equipment.                      Fielding: explore bowling to a target and fielding skills to include a two-handed pick up.                      Throwing: use overarm and underarm throwing in game situations.                      Catching: catch with some consistency in game situations.</p> <p>Striking: know that striking to space away from fielders will help me to score.                      Fielding: know to look at where a batter is before deciding what to do. Know to communicate with teammates before throwing them a ball.                      Throwing: know that overarm throwing is used for long distances and underarm throwing for shorter distances.                      Catching: know to move my feet to the ball.                      Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will spread out to deny space.                      Rules: know the rules of the game and begin to apply them.</p>
Core Learning	<p>To develop hitting the ball using a forehand.                      To develop returning the ball using a forehand.                      To develop the backhand and understand when to use it.</p>	<p>To develop the attacking skill of dribbling.                      To use protective dribbling against an opponent.                      To develop the bounce and chest pass and begin to recognise when to use them.                      To develop tracking and defending an opponent.</p>	<p>To develop stamina and an understanding of speed and pace in relation to distance.                      To develop power and speed in the sprinting technique.                      To develop technique when jumping for distance.</p>	<p>To play different roles in a game and begin to think tactically about each role.                      To develop the bowling action and learn the rules of bowling.                      To run around the outside of the bases and make decisions about when to stop and when to run.</p>

	<p>To work co-operatively with a partner to keep a continuous rally going.</p> <p>To use simple tactics in a game to outwit an opponent.</p> <p>To demonstrate honesty and fair play when competing against others.</p>	<p>To develop the technique for the set shot.</p> <p>To be able to apply the skills, rules and tactics you have learnt to a mini tournament.</p>	<p>To develop power and technique when throwing for distance.</p> <p>To develop a pull throw for distance and accuracy.</p> <p>To develop officiating and performing skills.</p>	<p>To field a ball using a two handed pick up and a short barrier.</p> <p>To develop batting technique and an understanding of where to hit the ball.</p> <p>To apply skills and rules learnt to play rounders.</p>
Key vocabulary	Ready position, return, serve, rally, control, opponent, forehand, backhand	Travelling, double dribble, possession, v dribble, receiver, playing area, opponent, tracking, rebound, opposition	Stamina, speed, pace, technique, determination, perseverance, officiate, power, accuracy, personal best, flight	Strike, fielding, stance, technique, rounder, batting, retrieve, stumped, backstop, bowl, two-handed pick up, short barrier, post
Assessment criteria	<p>I can communicate with my teammates to apply simple tactics.</p> <p>I can explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can return to the ready position to defend my own court.</p> <p>I can sometimes play a continuous game.</p> <p>I can use a range of basic racket skills.</p> <p>I share ideas and work with others to manage our game.</p> <p>I understand the rules of the game and I can use them often and honestly.</p>	<p>I can delay an opponent and help to prevent the other team from scoring.</p> <p>I can dribble, pass, receive and shoot the ball with increasing control.</p> <p>I can move to space to help my team to keep possession and score goals.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can use simple tactics to help my team score or gain possession.</p> <p>I share ideas and work with others to manage our game.</p> <p>I understand the rules of the game and I can use them often and honestly.</p>	<p>I can demonstrate the difference in sprinting and jogging techniques.</p> <p>I can explain what happens in my body when I warm up.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can jump for distance with balance and control.</p> <p>I can throw with some accuracy and power to a target area.</p> <p>I show determination to improve my personal best.</p> <p>I support and encourage others to work to their best.</p>	<p>I am able to bowl a ball with some accuracy, and consistency.</p> <p>I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</p> <p>I can communicate with my teammates to apply simple tactics.</p> <p>I can explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can strike a bowled ball with adapted equipment (e.g. a tennis racket).</p> <p>I can use overarm and underarm throwing and catching skills with increasing accuracy.</p> <p>I share ideas and work with others to manage our game.</p>
National Curriculum links	<p>ENGLISH</p> <p>Learning of key vocabulary –Opponent, consecutive, forehand, backhand, outwit</p> <p>Understand and follow instructions</p> <p>Understand rules and apply them to game situations</p> <p>Communicating tactics and discussing what made them successful</p> <p>MATHS</p> <p>Adding numbers in ‘Rally for points’</p>	<p>ENGLISH</p> <p>Learning of key vocabulary - Interception, protective, opponent, defend, attack, travelling, possess</p> <p>Understand and follow instructions</p> <p>Understand rules and apply them to game situations</p> <p>Communication with a partner and group</p> <p>MATHS</p> <p>Addition and counting</p> <p>Estimating distances</p>	<p>ENGLISH</p> <p>Learning of key vocabulary - Power, speed, strength, vertical, progressive</p> <p>Communicating ideas</p> <p>Reading task cards</p> <p>MATHS</p> <p>Adding metres thrown to get a total</p> <p>Recording data</p> <p>Analysing data</p> <p>Timing partner in events</p> <p>Measuring distances with cones</p> <p>Estimating speeds to match their partner's pace</p> <p>SCIENCE</p>	<p>ENGLISH</p> <p>Learning of key vocabulary -fielders, batters, striking, bowling, consecutive</p> <p>Understand and follow instructions</p> <p>Understand rules and apply them to game situations</p> <p>Communicating ideas and discussing what made them successful</p> <p>MATHS</p> <p>Keeping the score using full and half rounders</p> <p>Estimating distances</p>

			<p>Understanding the effect exercise has on the body</p> <p>Learning the names of muscles</p> <p>Understanding how the body reacts to different exercises</p> <p>Estimating distances with cones and concluding the longest jump</p> <p>Exploring the impact of strength and speed on distance produced</p> <p>Exploring transferring weight to create power in throws</p>	
Equipment	<p>Cones – red x15, cones – green x15, Cones – yellow x15, tennis balls x30, tennis rackets x30, hoops x30, cones x60</p> <p>Optional: playground ball, Skinned foam balls, tennis nets</p>	<p>Basketball x30, cones x30, hoops x12, Team bands x30, basketball posts x4</p>	<p>Team bands x4, basketball x15, Beanbags x15, cones x60, Foam javelin x10, light shot put x15, Mats x7, tape measure x6, Mini hurdles x20, relay batons x8, Speed bounce mats x3, stopwatch x7, benches x2, hoops x30, mats x7, discus x10, quoits x10, tennis balls x15, metal skittles and plastic canes x7</p>	<p>Cones x60, tennis balls x30, hoops x7, tennis rackets x15, rounders bats x15, beanbags x3</p> <p>Optional: playground ball, batting tees</p>



PE Year 5 Autumn

Term	Autumn 1	Autumn 1	Autumn 2	Autumn 2
Unit of work	Fitness	Badminton	Dance	Hockey
Prior Learning	<p>Agility: show balance when changing direction at speed.            Balance: show control whilst completing activities which challenge balance.            Co-ordination: explore increased speed when co-ordinating my body.            Speed: demonstrate improved sprinting technique.            Strength: develop building strength in different muscle groups.            Stamina: demonstrate using my breath to maintain my work rate.</p> <p>Agility: know that keeping my elbows bent when changing direction will help me to stay balanced.            Balance: understand that I need to squeeze different muscles to help me to stay balanced in different activities.            Co-ordination: understand that if I begin in a ready position I can react quicker.            Speed: understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power.            Strength: understand that strength comes from different muscles and know how I can improve my strength.            Stamina: understand that I need to pace myself when running further or for a long period of time.</p>	<p>Shots: demonstrate technique when using shots playing co-operatively and beginning to execute this competitively.            Rallying: develop rallying using both forehand and backhand with increased technique.            Footwork: begin to use appropriate footwork patterns to move around the court.</p> <p>Shots: understand when to play a forehand and a backhand and why.            Rallying: know that moving my feet to the ball will help me to hit in a more balanced position therefore increasing the accuracy of my shot.            Footwork: know that getting my feet in the right position will help me to balance before playing a shot.            Tactics: know that applying attacking tactics will help me to score points and create space. Know that applying defending tactics will help me to deny space, return a ball and limit points.            Rules: know and understand the rules to be able to manage our own game.</p>	<p>Actions: respond imaginatively to a range of stimuli related to character and narrative.            Dynamics: change dynamics confidently within a performance to express changes in character.            Space: confidently use changes in level, direction and pathway.            Relationships: use action and reaction to represent an idea.            Performance: perform complex dances that communicate narrative and character well, performing clearly and fluently.</p> <p>Actions: understand that some actions are better suited to a certain character, mood or idea than others.            Dynamics: understand that some dynamics are better suited to a certain character, mood or idea than others.            Space: understand that space can be used to express a certain character, mood or idea.            Relationships: understand that some relationships are better suited to a certain character, mood or idea than others.            Performance: know that being aware of other performers in my group will help us to move in time.            Strategy: know that I can select from a range of dance techniques to translate my idea.</p>	<p>Sending &amp; receiving: develop passing techniques appropriate to the game with increasing success.            Catch a ball using one and two hands and receive a ball with feet/object with increasing success.            Dribbling: link dribbling the ball with other actions and change direction whilst dribbling with some control.            Space: develop moving into space to help my team.            Attacking: change direction to lose an opponent with some success.            Defending: develop defending one on one and begin to intercept.</p> <p>Sending &amp; receiving: know that cushioning a ball will help me to control it when receiving it.            Dribbling: know that protecting the ball as I dribble will help me to maintain possession.            Space: know that moving into space will help my team keep possession and score goals.            Attacking: recognise when to pass and when to shoot.            Defending: know when to mark and when to attempt to win the ball.            Tactics: know that applying attacking tactics will help to maintain possession and score goals. Know that applying defending tactics will help to deny space, gain possession and stop goals.            Rules: know and understand the rules to be able to manage our own game.</p>

Core Learning	<p>To develop an awareness of what your body is capable of.</p> <p>To develop speed and stamina.</p> <p>To develop strength using my own body weight.</p> <p>To develop co-ordination through skipping.</p> <p>To perform actions that develop agility.</p> <p>To develop control whilst balancing.</p>	<p>To develop footwork and the forehand and backhand grip.</p> <p>To develop the backhand serve over a net.</p> <p>To develop rallying using an overhead forehand clear.</p> <p>To develop the forehand serve over a net.</p> <p>To learn how to score points and play in competitive games.</p> <p>To develop the backhand clear and apply this to game situations.</p> <p>To show respect, honesty and fair play when competing against an opponent.</p>	<p>To create a dance using a random structure and perform the actions showing quality and control.</p> <p>To understand how changing the dynamics of an action changes the appearance of the performance.</p> <p>To understand and use relationships and space to change how a performance looks.</p> <p>To work with a group to create poses and link them together using transitions.</p> <p>To use choreographing devices when working as a group.</p> <p>To copy and repeat movements in the style of Rock 'n' Roll.</p> <p>To work with a partner to copy and repeat actions keeping in time with the music.</p> <p>To work collaboratively with a group to create a dance in the style of Rock 'n' Roll.</p>	<p>To develop dribbling to beat a defender.</p> <p>To develop sending the ball using a push pass.</p> <p>To develop receiving the ball with control.</p> <p>To be able to move into space to support a teammate.</p> <p>To develop using an open stick (block) tackle and jab tackle to gain possession of the ball.</p> <p>To apply the rules and skills you have learnt to play in a hockey tournament.</p>
Key vocabulary	<p>Agility, balance, generate force, continuous, co-ordination, technique, control, strength, stamina, component, speed, power, analyse, measure, record</p>	<p>Backhand, forehand, rally, ready position, opponent, control, co-operatively, return, defensive, attacking, ready position, outwit, serve, attacking, continuously</p>	<p>Levels, actions, formation, timing, relationship, performance, expression, unison, posture, dynamics, canon</p>	<p>Obstruction, trapping the ball, support, consistently, conceding, possession, interception, bully off, block tackle, attack, jab tackle, defence</p>
Assessment criteria	<p>I can analyse my fitness scores to identify areas for improvement.</p> <p>I can choose the best pace for a running event and maintain speed.</p> <p>I can encourage and motivate others to work to their personal best.</p> <p>I can identify how different activities can benefit my physical health.</p> <p>I can work with others to manage activities.</p> <p>I understand the different components of fitness and how to test them.</p> <p>I understand what my maximum effort looks and feels like and I am determined to achieve it.</p>	<p>I am developing a wider range of skills and I am beginning to use these under some pressure.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can use feedback provided to improve my work.</p> <p>I can work cooperatively with others to manage our game.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand there are different skills for different situations and I am beginning to apply this.</p>	<p>I can accurately copy and repeat set choreography.</p> <p>I can choreograph phrases individually and with others considering actions and dynamics.</p> <p>I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.</p> <p>I can lead a group through short warm-up routines.</p> <p>I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus.</p> <p>I can suggest ways to improve my own and other people's work using key terminology.</p> <p>I can use counts when choreographing to stay in time with others and the music.</p> <p>I can use feedback provided to improve my work.</p>	<p>I can communicate with my team and move into space to keep possession and score.</p> <p>I can dribble, pass, receive and shoot the ball with some control under pressure.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can use tracking, tackling and intercepting when playing in defence.</p> <p>I know what position I am playing in and how to contribute when attacking and defending.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can use them most of the time to play fairly and honestly.</p> <p>I understand there are different skills for different situations and I am beginning to apply this.</p>

<p>National Curriculum links</p>	<p>ENGLISH Learning of key vocabulary – Coordination, personal, technique, agility, stamina, continuous Reading task cards and following instructions</p> <p>MATHS Recording data on a record sheet Analysing data to discover areas that show the most improvement Using stopwatches to time a partner in fitness challenges Placing cones set distances apart</p> <p>SCIENCE Understanding that humans have different components of fitness Exploring exercises to develop different areas of fitness Learning about muscles and what they are used for</p>	<p>ENGLISH Learning key vocabulary – opponent, consecutive, forehand, backhand, technique, accuracy Understand and follow instructions Understand rules and apply them to game situations when playing and umpiring Communicating tactics and discussing when they were successful and areas for improvement</p> <p>SCIENCE Understanding power, force and trajectory</p>	<p>ENGLISH Learning of key vocabulary- stimulus, dynamics, formations, unison, relationship, phrase Understand and follow instructions Communication with a partner and group to express an idea Forming opinions and structuring verbal feedback</p> <p>MATHS Counting to stay in time with music and a group Using distances to create accurate formations</p> <p>MUSIC Expressing an understanding of rhythm through movement Counting music to create movement</p>	<p>ENGLISH Learning of key vocabulary - interception, possession, opposition, defender, attacker, reverse. Understand and follow instructions. Understand rules and apply them to game situations. Discussing tactics and communicating these with a partner and group.</p> <p>MATHS Adding scores in the tournament to get a final placing. Creating goals and playing areas of set distances. Estimating distances away from a partner.</p>
<p>Equipment</p>	<p>Team bands x5, basketball x3, beanbags x3, benches x2, cones x50, hoops x6, long skipping ropes x10 mini hurdles x6, pack of cards x1, base stations x12, skipping ropes x30, stopwatch x9, tennis balls x30, tug of war x1, balance dome x3, hurdles x6, tape measure x1</p> <p>Optional: playground ball</p>	<p>Nets x4, racket x30, cones x60, shuttlecock x30</p> <p>Optional: beginners shuttlecock</p>	<p>Cones x30, pencils x15, books x15</p> <p>Optional: magnet</p>	<p>Hockey stick x30, cones x40, team bands x30, tennis balls x30, hoops x30</p>

PE Year 5 Spring

Term	Spring 1	Spring 1	Spring 2	Spring 2
Unit of work	Gymnastics	Dodgeball	Yoga	Tag rugby
Prior Learning	<p>Shapes: develop the range of shapes I use in my sequences.            Inverted movements: develop strength in bridge and shoulder stand.            Balances: develop control and fluency in individual and partner balances.            Rolls: develop the straight, barrel, forward and straddle roll and perform them with increased control.            Jumps: develop control in performing and landing rotation jumps.</p> <p>Shapes: understand how shapes can be used to improve my sequence.            Inverted movements: know that inverted movements are actions in which my hips go above my head.            Balances: know how to keep myself and others safe when performing partner balances.            Rolls: understand that I can keep the shape of my roll using body tension.            Jumps: know that I can control my landing by landing toes first, looking forwards and bending my knees.            Strategy: know that if I use different directions it will help to make my sequence look interesting.</p>	<p>Throwing: throw with increasing accuracy at a target.            Catching (dodgeball): catch with increasing consistency.            Striking: strike a ball with increasing consistency.</p> <p>Throwing: know that one handed throws are used for speed and accuracy. Know that keeping my elbow high and stepping with my opposite foot will help to increase the power.            Catching (dodgeball): know that moving my feet to a ball and pulling it in to my chest will help me to catch more consistently.            Striking: know that using a smooth action will help to increase accuracy.            Tactics: know that applying attacking tactics will help me to score points and get opponents out.            Know that applying defending tactics will help me to stay in the game.            Rules: know and understand the rules to be able to manage our own game.</p>	<p>Balance: explore using my breath to maintain balance within a pose.            Flexibility: demonstrate increased extension in poses.            Strength: demonstrate increased control and strength when in a pose.            Mindfulness: engage with mindfulness activities with increased focus.</p> <p>Balance: understand that if I move with my breath it will help me to balance.            Flexibility: understand which body parts I am trying to extend in different poses.            Strength: understand that people have different levels of strength.            Mindfulness: understand that mindfulness is a personal journey.</p>	<p>Sending &amp; receiving: develop passing techniques appropriate to the game with increasing success.            Catch a ball using one and two hands and receive a ball with feet/object with increasing success.            Dribbling: link dribbling the ball with other actions and change direction whilst dribbling with some control.            Space: develop moving into space to help my team.            Attacking: change direction to lose an opponent with some success.            Defending: develop defending one on one and begin to intercept.</p> <p>Sending &amp; receiving: know that cushioning a ball will help me to control it when receiving it.            Dribbling: know that protecting the ball as I dribble will help me to maintain possession.            Space: know that moving into space will help my team keep possession and score goals.            Attacking: recognise when to pass and when to shoot.            Defending: know when to mark and when to attempt to win the ball.            Tactics: know that applying attacking tactics will help to maintain possession and score goals. Know that applying defending tactics will help to deny space, gain possession and stop goals.            Rules: know and understand the rules to be able to manage our own game.</p>

Core Learning	<p>To be able to perform symmetrical and asymmetrical balances.</p> <p>To develop the straight, forward, straddle and backward roll.</p> <p>To be able to explore different methods of travelling, linking actions in both canon and synchronisation.</p> <p>To be able to perform progressions of inverted movements.</p> <p>To explore matching and mirroring using actions both on the floor and on apparatus.</p> <p>To be able to create a partner sequence using apparatus.</p>	<p>To recap on the rules of dodgeball and apply them to a game.</p> <p>To develop throwing at a moving target.</p> <p>To use jumps, dodges and ducks to avoid being hit.</p> <p>To develop catching to get an opponent out.</p> <p>To select and apply tactics in the game.</p> <p>To develop officiating skills and referee a dodgeball game.</p>	<p>To develop an understanding of yoga.</p> <p>To develop flexibility through the sun salutation flow.</p> <p>To develop strength through yoga flows.</p> <p>To create your own flow showing quality in control, balance and technique.</p> <p>To develop balance through yoga flows.</p> <p>To work collaboratively to create a controlled paired yoga flow.</p> <p>To create your own yoga flow that challenges technique, balance and control.</p>	<p>To develop attacking principles, understanding when to run and when to pass.</p> <p>To be able to use the 'forward pass' and 'offside' rules.</p> <p>To be able to play games using tagging rules.</p> <p>To develop dodging skills to lose a defender.</p> <p>To develop drawing defence and understanding when to pass.</p> <p>To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament.</p>
Key vocabulary	Symmetrical, asymmetrical, extension, rotation, synchronisation, canon, inverted, progression, aesthetics	Pressure, officiate, consistently, support, tactics, referee, outwit, tournament, opponent, fair play, sportsmanship, co-operatively	Quality, develop, salutation, collaboratively, notice, high lunge, transition, connected, calm, fluidity, practice, aware	Defence, opponent, formation, pressure, receiver, onside, possession, dictate, turnover, offside, attack, shut down, support
Assessment criteria	<p>I can create and perform sequences using apparatus, individually and with a partner. I can lead a partner through short warm-up routines.</p> <p>I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.</p> <p>I can use feedback provided to improve my work.</p> <p>I can use set criteria to make simple judgments about performances and suggest ways they could be improved.</p> <p>I can use strength and flexibility to improve the quality of a performance.</p> <p>I can work safely when learning a new skill to keep myself and others safe.</p>	<p>I am developing a wider range of skills and I am beginning to use these under some pressure.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can throw accurately at a target.</p> <p>I can work co-operatively with others to manage our game.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand there are different skills for different situations and I am beginning to use these.</p>	<p>I am confident to lead others through poses and flows.</p> <p>I can create a yoga flow working safely with a partner.</p> <p>I can identify how different activities can benefit my physical health.</p> <p>I can move with control from one pose to another demonstrating good balance.</p> <p>I can provide feedback to others using key terminology.</p> <p>I can use feedback provided to improve my work.</p> <p>I can use my breath to move from pose to pose.</p> <p>I show strength and flexibility whilst holding yoga poses.</p>	<p>I can communicate with my team and move into space to keep possession and score.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can pass and receive the ball with some control under pressure.</p> <p>I can tag opponents and close down space.</p> <p>I know what position I am playing in and how to contribute when attacking and defending.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand there are different skills for different situations and I am beginning to apply this.</p>
National Curriculum links	<p>ENGLISH</p> <p>Learning of key vocabulary - Inversion, symmetrical, asymmetrical, aesthetics, synchronisation</p> <p>Understand and safely follow instructions</p> <p>Structuring and providing feedback to others</p> <p>Reading and understanding resource cards</p>	<p>ENGLISH</p> <p>Learning of key vocabulary – Opposition, consecutive, conceding, defending, technique</p> <p>Understand and follow instructions</p> <p>Understand rules and apply them to game situations when playing and refereeing</p>	<p>LITERACY</p> <p>Learning vocabulary - meditation, mindfulness, wellbeing.</p> <p>Communicating ideas, thoughts and feelings.</p> <p>Communicating with others.</p>	<p>ENGLISH</p> <p>Learning of key vocabulary - Interception, opponent, defend, attack, possession, conceding</p> <p>Understand and follow instructions</p> <p>Understand rules and apply them to game situations</p>

	<p>MATHS Learning degrees of rotation through jumps Creating an understanding of inversion through shoulder stands, bridges and cartwheels Mirroring and matching movements Creating symmetrical and asymmetrical shapes</p>	<p>Communicating tactics and discussing what made them and their team successful</p> <p>MATHS Adding points in the tournament to work out their overall placing Creating areas sets distances apart</p>		<p>Discussing tactics and communicating these with a partner and team</p> <p>MATHS Adding scores in the tournament to get a final placing Estimating distances</p>
<p>Equipment</p>	<p>Benches x5, agility table x4, cones x30, Foam wedge x1, hoops x30, mats x15, Base stations x30, springboard x1</p> <p>Optional: agility trestle, climbing frame</p>	<p>Cones x30, tennis balls x20, hoops x30, benches x4, dodgeball x30, team bands x6, basketball x24</p>	<p>Yoga mat x30, sand timer x1, Cones-yellow x5</p>	<p>Cones x60 team bands x30, Tag rugby belts x30, rugby balls x15</p> <p>Optional: base stations</p>

PE Year 5 Summer

Term	Summer 1	Summer 1	Summer 2	Summer 2
Unit of work	OAA	Basketball	Cricket	Athletics
Prior Learning	<p>Problem solving: plan independently and in small groups, implementing a strategy with increased success.</p> <p>Navigational skills: identify key symbols on a map and follow a route.</p> <p>Communication: confidently communicate ideas and listen to others.</p> <p>Problem solving: know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use.</p> <p>Navigational skills: understand how to use a key and use the cardinal points on a map to orientate it.</p> <p>Communication: understand that there are different types of communication and that I can communicate without talking.</p> <p>Reflection: with increased accuracy, critically reflect on when and why I am successful at solving challenges.</p> <p>Rules: understand the importance of working with integrity.</p>	<p>Sending &amp; receiving: develop passing techniques appropriate to the game with increasing success.</p> <p>Catch a ball using one and two hands and receive a ball with feet/object with increasing success.</p> <p>Dribbling: link dribbling the ball with other actions and change direction whilst dribbling with some control.</p> <p>Space: develop moving into space to help my team.</p> <p>Attacking: change direction to lose an opponent with some success.</p> <p>Defending: develop defending one on one and begin to intercept.</p> <p>Sending &amp; receiving: know that cushioning a ball will help me to control it when receiving it.</p> <p>Dribbling: know that protecting the ball as I dribble will help me to maintain possession.</p> <p>Space: know that moving into space will help my team keep possession and score goals.</p> <p>Attacking: recognise when to pass and when to shoot.</p> <p>Defending: know when to mark and when to attempt to win the ball.</p> <p>Tactics: know that applying attacking tactics will help to maintain possession and score goals. Know that applying defending tactics will help to deny space, gain possession and stop goals.</p> <p>Rules: know and understand the rules to be able to manage our own game.</p>	<p>Striking: develop batting technique with a range of equipment.</p> <p>Fielding: develop bowling with some consistency, abiding by the rules of the game.</p> <p>Throwing: use overarm and underarm throwing with increased consistency in game situations.</p> <p>Catching: begin to catch with one and two hands with some consistency in game situations.</p> <p>Striking: know that using the centre of the bat will provide the most control and accuracy.</p> <p>Fielding: know that it is easier to field a ball that is coming towards me rather than away so set up accordingly.</p> <p>Throwing: understand that being balanced before throwing will help to improve the accuracy of the throw.</p> <p>Catching: know to track the ball as it is thrown to help to improve the consistency of catching.</p> <p>Tactics: know that applying attacking tactics will help to score points and avoid getting out. Know that applying defending tactics will help to deny space, get opponents out and limit points.</p> <p>Rules: know and understand the rules to be able to manage our own game.</p>	<p>Running: develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique.</p> <p>Jumping: develop technique when jumping for distance.</p> <p>Throwing: explore power and technique when throwing for distance in a pull and heave throw.</p> <p>Running: understand that I need to pace myself when running further or for a long period of time.</p> <p>Understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power.</p> <p>Jumping: understand that transferring weight will help me to jump further.</p> <p>Throwing: understand that transferring weight will help me to throw further.</p> <p>Rules: know and understand the rules to be able to manage our own events.</p>

Core Learning	<p>To build communication and trust whilst showing an awareness of safety.</p> <p>To work as a team to solve problems, sharing ideas and collaborating with one another.</p> <p>To develop tactical planning and problem solving.</p> <p>To share ideas and work as a team to solve problems.</p> <p>To develop navigational skills and map reading.</p> <p>To use a key to identify objects and locations.</p>	<p>To develop protective dribbling against an opponent.</p> <p>To be able to move into space to support a teammate.</p> <p>To choose when to pass and when to dribble.</p> <p>To be able to track an opponent and use defensive techniques to win the ball.</p> <p>To be able to perform a set shot and a jump shot.</p> <p>To be able to apply the rules and tactics you have learnt to play in a basketball tournament.</p>	<p>To develop throwing accuracy and catching skills.</p> <p>To develop batting accuracy and directional batting.</p> <p>To develop catching skills (close/deep catching and wicket keeping).</p> <p>To develop overarm bowling technique and accuracy.</p> <p>To develop a variety of fielding techniques and to use them within a game.</p> <p>To develop long and short barriers and apply them to a game situation.</p>	<p>To be able to apply different speeds over varying distances.</p> <p>To develop fluency and co-ordination when running for speed.</p> <p>To develop technique in relay changeovers.</p> <p>To develop technique and co-ordination in the triple jump.</p> <p>To develop throwing with force for longer distances.</p> <p>To develop throwing with greater control and technique.</p>
Key vocabulary	Tactical, control card, critical thinking, Co-operatively, orienteering, navigation, location, symbol, leader, orientate, strategy, boundaries	Referee, double dribble, tactics, set shot, foul, possession, conceding, traveling, jump shot, opponent, rebound, outwit	Strike, fielding, consistently, support, batting, wicket, tracking, obstruction, wicket keeper, retrieve	Technique, compete, continuous pace, flight, determination, personal best, momentum, stride, downsweep, upsweep, officiate, rhythm.
Assessment criteria	<p>I am inclusive of others and can share job roles.</p> <p>I can navigate around a course using a map.</p> <p>I can orientate a map confidently.</p> <p>I can reflect on when I was successful at solving challenges and alter my methods in order to improve.</p> <p>I can use critical thinking to approach a task.</p> <p>I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.</p>	<p>I can communicate with my team and move into space to keep possession and score.</p> <p>I can dribble, pass, receive and shoot the ball with some control under pressure.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can use tracking and intercepting when playing in defence.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand there are different skills for different situations and I am beginning to apply this.</p>	<p>I am developing a wider range of fielding skills and I am beginning to use these under some pressure.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can strike a bowled ball with increasing consistency.</p> <p>I can work co-operatively with others to manage our game.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand there are different skills for different situations and I am beginning to use this.</p>	<p>I can choose the best pace for a running event.</p> <p>I can identify good athletic performance and explain why it is good.</p> <p>I can perform a range of jumps showing some technique.</p> <p>I can show control at take-off and landing in jumping activities.</p> <p>I can take on the role of coach, official and timer when working in a group.</p> <p>I can use feedback to improve my sprinting technique.</p> <p>I persevere to achieve my personal best.</p> <p>I show accuracy and power when throwing for distance.</p>
National Curriculum links	<p>ENGLISH</p> <p>Learning of key vocabulary – Communication, obstacle, friendship, planning, navigate</p> <p>Understand and follow instructions</p> <p>Understand rules and apply them to different challenges</p> <p>Expressing ideas and communicating with a partner and group</p> <p>MATHS</p>	<p>ENGLISH</p> <p>Learning of key vocabulary - interception, protective, opponent, defending, attacking, possession</p> <p>Understand and follow instructions</p> <p>Understand rules and apply them to game situations</p> <p>Discussing tactics and communicating these with a partner and group</p> <p>MATHS</p> <p>Creating goals set distances apart</p>	<p>ENGLISH</p> <p>Learning of key vocabulary - Fielders, continuous, striking, tracking, bowling</p> <p>Understand and follow instructions</p> <p>Understand rules and apply them to game situations</p> <p>Communicating ideas and discussing what made them and others successful</p> <p>MATHS</p> <p>Setting wickets at 2m intervals</p>	<p>ENGLISH</p> <p>Learning of key vocabulary – Consistent, downsweep, upsweep, bounding, momentum</p> <p>Communicating ideas</p> <p>Reading and communicating coaching cards</p> <p>Structuring feedback for peers</p> <p>MATHS</p> <p>Making 90° angles at the elbow in sprinting</p>



	<p>Solving maths equations in the orienteering lesson</p> <p>GEOGRAPHY Reading maps to navigate around a course Learning how to orientate a map</p>	<p>Estimating halfway distances between thrower and receiver for bounce passes Adding points to discover final placing in the tournament</p>	<p>Creating areas 7m x 7m Degrees of release in throws and bowling</p>	<p>Timing peers with a stopwatch Measuring distance jumped and thrown with measuring tapes and cones</p> <p>SCIENCE Understanding the effect exercise has on the body Learning the names of muscles Understanding how the body reacts to different exercises Exploring transferring weight to create power in throws</p>
Equipment	<p>Team bands x30, basketball x7, beanbags x15, benches x4, blindfolds x23, hurdles x10, mats x7, quoits x10, rackets x30, relay batons x7, base stations x30, skipping ropes x10, pencils x7, playground ball x10, hoops x24, tennis balls x42, cones x25, long skipping ropes x10</p>	<p>Basketball x30, cones x30, hoops x12, Team bands x30, basketball posts x4</p>	<p>Tennis balls x30, beanbags x30, cricket bats x15, cones x60, team bands x5, cricket wickets x10, hoops x8</p> <p>Optional: cricket batting tee</p>	<p>Team bands x4, basketball x15, Beanbags x15, cones x60, Foam javelin x10, light shot put x15, Mats x7, tape measure x6, Mini hurdles x20, relay batons x8, Speed bounce mats x3, stopwatch x7, benches x2, hoops x30, mats x7, discus x10, quoits x10, tennis balls x15, metal skittles and plastic canes x7</p>

PE Year 6 Autumn

Term	Autumn 1	Autumn 1/2	Autumn 2
Unit of work	OAA	Dance	Fitness
Prior Learning	<p>Problem solving: explore tactical planning within a team to overcome increasingly challenging tasks.</p> <p>Navigational skills: develop navigational skills and map reading in increasingly challenging tasks.</p> <p>Communication: explore a variety of communication methods with increasing success.</p> <p>Problem solving: recognise that there may be more than one way to solve a challenge and that trial and error may help to guide me to the best solution.</p> <p>Navigational skills: use a key to identify objects and locations.</p> <p>Communication: know to be descriptive but concise when giving instructions e.g. 'two steps to the left'.</p> <p>Reflection: reflect on when I am successful at solving challenges and alter my methods in order to improve.</p> <p>Rules: know that abiding by rules will enable my classmates to complete the course e.g. not moving controls.</p>	<p>Actions: choreograph dances by using, adapting and developing actions and steps from different dance styles.</p> <p>Dynamics: confidently use dynamics to express different dance styles.</p> <p>Space: confidently use direction and patterning to express different dance styles.</p> <p>Relationships: confidently use formations, canon and unison to express a dance idea.</p> <p>Performance: perform dances expressively, using a range of performance skills, showing accuracy and fluency.</p> <p>Actions: understand that different dance styles utilise selected actions to develop sequences in a specific style.</p> <p>Dynamics: understand that different dance styles utilise selected dynamics to express mood.</p> <p>Space: understand that space relates to where my body moves both on the floor and in the air.</p> <p>Relationships: understand that different dance styles utilise selected relationships to express mood.</p> <p>Performance: understand what makes a performance effective and know how to apply these principles to my own and others' work.</p> <p>Strategy: know that if I use dance principles it will help me to express an atmosphere or mood.</p>	<p>Agility: demonstrate improved body posture and speed when changing direction.</p> <p>Balance: change my body position to maintain a controlled centre of gravity.</p> <p>Co-ordination: demonstrate increased speed when co-ordinating my body.</p> <p>Speed: apply the best pace for a set distance or time.</p> <p>Strength: demonstrate increased technique in body weight exercises.</p> <p>Stamina: use a steady pace to be able to move for sustained periods of time.</p> <p>Agility: understand that to change direction I push off my outside foot and turn my hips.</p> <p>Balance: understand that dynamic balances are harder than static balances as my centre of gravity changes.</p> <p>Co-ordination: understand that people will have varying levels of co-ordination and that I can get better with practice.</p> <p>Speed: understand that taking big consistent strides will help to create a rhythm that allows me to run faster.</p> <p>Strength: know the muscles I am using by name.</p> <p>Stamina: understand that keeping a steady breath will help me to move for longer periods of time.</p>
Core Learning	<p>To build communication and trust whilst showing an awareness of safety.</p> <p>To work as a team to solve problems, sharing ideas and collaborating with one another.</p> <p>To develop tactical planning and problem solving.</p> <p>To share ideas and work as a team to solve problems.</p> <p>To develop navigational skills and map reading.</p> <p>To use a key to identify objects and locations.</p>	<p>To copy and repeat a set dance phrase showing confidence in movements.</p> <p>To work collaboratively with a partner to explore and develop the dance idea.</p> <p>To use changes in level and speed when choreographing.</p> <p>To copy and create actions using a prop as a dance stimulus.</p>	<p>To develop an awareness of what your body is capable of.</p> <p>To develop speed and stamina.</p> <p>To develop strength using my own body weight.</p> <p>To develop co-ordination through skipping.</p> <p>To perform actions that develop agility.</p> <p>To develop control whilst balancing.</p>

		<p>To use choreographing devices to improve how the performance looks.</p> <p>To select actions and dynamics to convey different characters.</p> <p>To choreograph a dance that shows contrasting characters.</p> <p>To communicate a story through dance.</p>	
Key vocabulary	Tactical, control card, critical thinking, Co-operatively, orienteering, navigation, location, symbol, leader, orientate, strategy, boundaries	Levels, actions, formation, timing, phrase, performance, expression, unison, posture, dynamics, canon, choreography, contrast, structure	Agility, balance, generate force, continuous, Co-ordination, technique, control. Strength, stamina, component, speed, power, analyse, measure, record
Assessment criteria	<p>I am inclusive of others, can share job roles and lead when necessary.</p> <p>I can orientate a map efficiently to navigate around a course.</p> <p>I can pool ideas within a group, selecting and applying the best method to solve a problem.</p> <p>I can use critical thinking skills to form ideas and strategies to solve challenges.</p> <p>I can work effectively with a partner and a group to solve challenges.</p> <p>With increasing accuracy, I can reflect on when and how I successful at solving challenges and alter my methods in order to improve.</p>	<p>I can choreograph a dance and work safely using a prop.</p> <p>I can lead a small group through a short warm-up routine.</p> <p>I can perform dances confidently and fluently with accuracy and good timing.</p> <p>I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.</p> <p>I can use appropriate language to evaluate and refine my own and others' work.</p> <p>I can use feedback provided to improve the quality of my work.</p> <p>I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.</p>	<p>I can change my running technique to adapt to different distances.</p> <p>I can collect, record and analyse scores to identify areas where I have made the most improvement.</p> <p>I can work with others to organise, manage and record information at a station.</p> <p>I encourage and motivate others to work to their best.</p> <p>I understand that there are different areas of fitness and how this helps me in different activities.</p> <p>I understand the different components of fitness and ways to test and develop them.</p> <p>I work to my maximum consistently when presented with challenges.</p>
National Curriculum links	<p>ENGLISH</p> <p>Learning of key vocabulary – Communication, obstacle, friendship, planning, navigate</p> <p>Understand and follow instructions</p> <p>Understand rules and apply them to different challenges</p> <p>Expressing ideas and communicating with a partner and group</p> <p>MATHS</p> <p>Solving maths equations in the orienteering lesson</p> <p>GEOGRAPHY</p> <p>Reading maps to navigate around a course</p> <p>Learning how to orientate a map</p>	<p>ENGLISH</p> <p>Learning of key vocabulary- stimulus, dynamics, formations, choreograph, relationship, contrasting</p> <p>Understand and follow instructions</p> <p>Communication with a partner and group to express an idea</p> <p>Forming opinions and structuring verbal feedback</p> <p>MATHS</p> <p>Counting to stay in time with music and a group</p> <p>Using distances to create accurate formations</p> <p>MUSIC</p> <p>Expressing an understanding of rhythm through movement</p> <p>Counting music to create movement</p>	<p>ENGLISH</p> <p>Learning of key vocabulary – Co ordination, personal, technique, agility, stamina, continuous</p> <p>Reading task cards and following instructions</p> <p>MATHS</p> <p>Recording data on a record sheet</p> <p>Analysing data to discover areas that show the most improvement</p> <p>Using stopwatches to time a partner in fitness challenges</p> <p>Placing cones set distances apart</p> <p>SCIENCE</p> <p>Understanding that humans have different components of fitness</p> <p>Exploring exercises to develop different areas of fitness</p> <p>Learning about muscles and what they are used for</p>

Equipment

Team bands x30, basketball x7,  
beanbags x15, benches x4, blindfolds x23, hurdles  
x10, mats x7, quoits x10,  
rackets x30, relay batons x7,  
base stations x30, skipping ropes x10, pencils x7,  
playground ball x10, hoops x24, tennis balls x42,  
cones x25,  
long skipping ropes x10

Cones x30, pencils x15, books x15

Optional: magnet

Team bands x5, basketball x3,  
beanbags x3, benches x2, cones x50, hoops x6, long  
skipping ropes x10  
mini hurdles x6, pack of cards x1,  
base stations x12, skipping ropes x30, stopwatch x9,  
tennis balls x30,  
tug of war x1, balance dome x3,  
hurdles x6, tape measure x1

Optional: playground ball



PE Year 6 Spring

Term	Spring 1	Spring 1	Spring 2	Spring 2
Unit of work	Volleyball	Football	Netball	Yoga
Prior Learning	<p>Shots: develop the range of shots used in a variety of games.                      Serving: develop the range of serving techniques appropriate to the game.                      Rallying: use a variety of shots to keep a continuous rally.                      Footwork: demonstrate effective footwork patterns to move around the court.</p> <p>Shots: know which skill to choose for the situation e.g. a volley if the ball is close to the net.                      Serving: know that serving is how to start a game or rally and use the rules applied to the activity for serving.                      Rallying: know that playing the appropriate shot will help to keep the rally going. Know that control is more important than power to keep a rally going.                      Footwork: know that using small, quick steps will allow me to adjust my stance to play a shot.                      Tactics: understand the need for tactics and identify when to use them in different situations.                      Rules: understand and apply rules in a variety of net and wall games whilst playing and officiating.</p>	<p>Sending &amp; receiving: develop control when s&amp;r under pressure.                      Dribbling: dribble with some control under pressure.                      Space: explore moving to create space for themselves and others in their team.                      Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed.                      Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.</p> <p>Sending &amp; receiving: know that not having a defender between myself and a ball carrier enables me to s&amp;r with better control.                      Dribbling: know that dribbling in different directions will help to lose a defender.                      Space: know that by moving to space even if not receiving the ball will create space for a teammate.                      Tactics: understand the need for tactics and identify when to use them in different situations.                      Rules: understand and apply rules in a variety of invasion games whilst playing and officiating.</p>	<p>Sending &amp; receiving: develop control when s&amp;r under pressure.                      Dribbling: dribble with some control under pressure.                      Space: explore moving to create space for themselves and others in their team.                      Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed.                      Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.</p> <p>Sending &amp; receiving: know that not having a defender between myself and a ball carrier enables me to s&amp;r with better control.                      Dribbling: know that dribbling in different directions will help to lose a defender.                      Space: know that by moving to space even if not receiving the ball will create space for a teammate.                      Tactics: understand the need for tactics and identify when to use them in different situations.                      Rules: understand and apply rules in a variety of invasion games whilst playing and officiating.</p>	<p>Balance: use my breath to maintain balance within an individual and partner pose.                      Flexibility: develop flexibility by connecting movement with breath.                      Strength: demonstrate increased control and strength when in and transitioning between poses.                      Mindfulness: explore methods I can use to control how I feel.</p> <p>Balance: understand that I need to apply force to maintain balance in a partner pose.                      Flexibility: understand that I can improve my flexibility when moving with my breath.                      Strength: know the muscles I am using by name.                      Mindfulness: understand that there are different techniques I can use to control how I feel.</p>
Core Learning	<p>To develop the fast catch volley.                      To be able to volley the ball using a set shot.                      To develop the dig and understand when to use it.                      To keep a continuous rally going over the net.</p>	<p>To be able to dribble the ball under pressure.                      To pass the ball accurately to help to maintain possession.                      To use different turns to keep the ball away from defenders.                      To develop defending skills to gain possession.</p>	<p>To develop passing and moving.                      To be able to use the attacking principle of creating and using space.                      To be able to change direction and lose a defender.                      To be able to defend ball side and know when to go for interceptions.                      To develop the shooting action.</p>	<p>To develop an understanding of yoga.                      To develop flexibility through the sun salutation flow.                      To develop strength through yoga flows.                      To create your own flow showing quality in control, balance and technique.                      To develop balance through yoga flows.</p>

	To develop the underarm serve and learn the rules of serving. To apply the rules, skills and tactics learnt to play in a volleyball tournament.	To develop goalkeeping skills to stop the opposition from scoring. To be able to apply the rules and tactics you have learnt to play in a football tournament.	To use and apply skills and tactics to small sided games.	To work collaboratively to create a controlled paired yoga flow. To create your own yoga flow that challenges technique, balance and control.
Key vocabulary	Control, return, co-operatively, deep, serve, dig, defensive, ready position, consistently, volley, set, opponent, set, opponent, attack	Control, intercepting, consistently, pressure, possession, tactics, conceding, foul, outwit, opponent, tracking, touch	Rebound, contact, contest, consecutive, possession, obstruction, conceding, consistently, attack, defend, interception, turnover	Quality, develop, salutation, collaboratively, notice, high lunge, transition, connected, calm, fluidity, practice, aware
Assessment criteria	I am confident to make decisions when refereeing. I can select the appropriate action for the situation and make this decision quickly. I can use a wider range of skills with increasing control under pressure. I can use feedback provided to improve the quality of my work. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve.	I can create and use space to help my team. I can dribble, pass, receive and shoot the ball with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly. I can use marking, tackling and/or interception to improve my defence. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I recognise my own and others strengths and areas for development and can suggest ways to improve.	I can create and use space to help my team. I can pass, receive and shoot the ball with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly. I can use marking, and/or interception to improve my defence. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve.	I am confident to lead others, demonstrating poses and teaching them my flow. I can use feedback provided to improve the quality of my work. I can use my breath to transition from one pose to another with control. I can use yoga poses to improve my flexibility, strength and balance. I choose poses which link easily from one to the other to help my sequence flow. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand that there are different areas of fitness and how this helps me in different activities.
National Curriculum links	ENGLISH Learning of key vocabulary –opponent, consecutive, technique, accuracy Understand and follow instructions Understand rules and apply them to game situations when playing and refereeing Communicating tactics and discussing what made them and their team successful  MATHS Estimating distances	ENGLISH Learning of key vocabulary - Interception, opponent, defend, attack, tracking, possession, maintain Understand and follow instructions Understand rules and apply them to game situations Discussing and communicating tactics with a partner and group  MATHS Adding scores in the tournament to get a final placing Creating goals set distances apart	ENGLISH Learning of key vocabulary - Interception, opponent, defend, attack, possession, conceding Understand and follow instructions Understand rules and apply them to game situations Communication with a partner and team  MATHS Using half a netball court or specific thirds of the court Adding scores in the tournament to get a final placing Creating goals set distances apart	LITERACY Learning vocabulary - meditation, mindfulness, wellbeing. Communicating ideas, thoughts and feelings. Communicating with others.

Equipment	Cones x30, playground ball x30, 6M net x3, team bands x6  Optional: base stations	Footballs x30, cones x60, team bands x30, skipping ropes x4	Cones x40, netballs x30, team bands x15, posts x4, hoops x12, set of bibs x4  Optional: base stations	Yoga mat x30, sand timer x1, Cones-yellow x5
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PE Year 6 Summer

Term	Summer 1	Summer 1	Summer 2	Summer 2
Unit of work	Rounders	Athletics	Fitness	Sports Day Practice
Prior Learning	<p>Striking: explore defensive and driving hitting techniques and directional batting.</p> <p>Fielding: develop over and underarm bowling technique. Develop long and short barrier and two handed pick up.</p> <p>Throwing: demonstrate good technique when using a variety of throws under pressure.</p> <p>Catching: explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.</p> <p>Striking: understand that stance is important to allow me to be balanced as I hit.</p> <p>Fielding: know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully.</p> <p>Throwing: understand where to throw the ball in relation to where a batter is.</p> <p>Catching: understand when to use a close catch technique or deep catch technique.</p> <p>Tactics: understand the need for tactics and identify when to use them in different situations.</p> <p>Rules: understand and apply rules in a variety of striking and fielding games whilst playing and officiating.</p>	<p>Running: apply fluency and co-ordination when running for speed in relay changeovers.</p> <p>Effectively apply speeds appropriate for the event.</p> <p>Jumping: explore technique and rhythm in the triple jump.</p> <p>Throwing: Develop technique and power in javelin and shot put.</p> <p>Running: understand that taking big consistent strides will help to create a rhythm that allows me to run faster. Understand that keeping a steady breath will help me when running longer distances.</p> <p>Jumping: know that if I drive my knees high and fast I can build power and therefore distance in my jumps.</p> <p>Throwing: know how to transfer my weight in different throws to increase the distance.</p> <p>Rules: understand and apply rules in a variety of events using official equipment.</p>	<p>Agility: demonstrate improved body posture and speed when changing direction.</p> <p>Balance: change my body position to maintain a controlled centre of gravity.</p> <p>Co-ordination: demonstrate increased speed when co-ordinating my body.</p> <p>Speed: apply the best pace for a set distance or time.</p> <p>Strength: demonstrate increased technique in body weight exercises.</p> <p>Stamina: use a steady pace to be able to move for sustained periods of time.</p> <p>Agility: understand that to change direction I push off my outside foot and turn my hips.</p> <p>Balance: understand that dynamic balances are harder than static balances as my centre of gravity changes.</p> <p>Co-ordination: understand that people will have varying levels of co-ordination and that I can get better with practice.</p> <p>Speed: understand that taking big consistent strides will help to create a rhythm that allows me to run faster.</p> <p>Strength: know the muscles I am using by name.</p> <p>Stamina: understand that keeping a steady breath will help me to move for longer periods of time.</p>	
Core Learning	<p>To develop the bowling action and understand the role of the bowler.</p> <p>To develop batting technique.</p> <p>To make decisions about where and when to send the ball to stump a batter out.</p>	<p>To work collaboratively with a partner to set a steady pace.</p> <p>To develop your own and others sprinting technique.</p> <p>To develop power, control and technique for the triple jump.</p>	<p>To develop an awareness of what your body is capable of.</p> <p>To develop speed and stamina.</p> <p>To develop strength using my own body weight.</p>	



	<p>To develop a variety of fielding techniques and when to use them in a game.</p> <p>To develop long and short barriers in fielding and understand when to use them.</p> <p>To apply the rules and skills you have learnt to play in a rounders tournament.</p>	<p>To develop power, control and technique when throwing for distance.</p> <p>To develop throwing with force and accuracy for longer distances.</p> <p>To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.</p>	<p>To develop co-ordination through skipping.</p> <p>To perform actions that develop agility.</p> <p>To develop control whilst balancing.</p>		
Key vocabulary	Strike, fielding, co-operatively, consistently, pressure, batting, retrieve, overtake, outwit, backing up, continuous, consecutive, obstruction	Technique, control, force, continuous pace, trajectory, stride, momentum, officiate, flight, compete, rotation, transfer of weight	Agility, balance, generate force, continuous, Co-ordination, technique, control. Strength, stamina, component, speed, power, analyse, measure, record		
Assessment criteria	<p>I can strike a bowled ball with increasing consistency.</p> <p>I can use a wider range of skills with increasing control under pressure.</p> <p>I can use the rules of the game consistently to play fairly.</p> <p>I can work collaboratively with others to get batters out.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>I understand and can apply some tactics in the game as a batter, bowler and fielder.</p>	<p>I can compete within the rules showing fair play and honesty.</p> <p>I can help others to improve their technique using key teaching points.</p> <p>I can identify my own and others' strengths and areas for development and can suggest ways to improve.</p> <p>I can perform jumps for distance using good technique.</p> <p>I can select and apply the best pace for a running event.</p> <p>I can show accuracy and good technique when throwing for distance.</p> <p>I understand that there are different areas of fitness and how this helps me in different activities.</p> <p>I use different strategies to persevere to achieve my personal best.</p>	<p>I can change my running technique to adapt to different distances.</p> <p>I can collect, record and analyse scores to identify areas where I have made the most improvement.</p> <p>I can work with others to organise, manage and record information at a station.</p> <p>I encourage and motivate others to work to their best.</p> <p>I understand that there are different areas of fitness and how this helps me in different activities.</p> <p>I understand the different components of fitness and ways to test and develop them.</p> <p>I work to my maximum consistently when presented with challenges.</p>		
National Curriculum links	<p>ENGLISH</p> <p>Learning of key vocabulary -fielders, continuous, striking, tracking, bowling, outwitting</p> <p>Understand and follow instructions</p> <p>Understand rules and apply them to game situations</p> <p>Discussing tactics and communicating ideas with a partner or team</p> <p>MATHS</p> <p>Estimating distances between bases</p> <p>Keeping the score using half and full rounders</p>	<p>ENGLISH</p> <p>Learning of key vocabulary – Consistent, downsweep, upsweep, bounding, momentum</p> <p>Communicating ideas</p> <p>Reading and communicating coaching cards</p> <p>Structuring feedback for peers</p> <p>SCIENCE</p> <p>Understanding the effect exercise has on the body</p> <p>Learning the names of muscles</p> <p>Understanding how the body reacts to different exercises</p>	<p>ENGLISH</p> <p>Learning of key vocabulary – Co ordination, personal, technique, agility, stamina, continuous</p> <p>Reading task cards and following instructions</p> <p>MATHS</p> <p>Recording data on a record sheet</p> <p>Analysing data to discover areas that show the most improvement</p> <p>Using stopwatches to time a partner in fitness challenges</p> <p>Placing cones set distances apart</p>		

		<p>Exploring transferring weight to create power in throws</p> <p>MATHS          Making 90° angles at the elbow in sprinting          Timing peers with a stopwatch          Calculating distances and dividing metres between their group</p>	<p>SCIENCE          Understanding that humans have different components of fitness          Exploring exercises to develop different areas of fitness          Learning about muscles and what they are used for</p>		
Equipment	<p>Cones x60, tennis balls x30, hoops x7, tennis rackets x15, rounders bats x15, beanbags x3</p> <p>Optional: playground ball, batting tees</p>	<p>Team bands x4, basketball x15, Beanbags x15, cones x60, Foam javelin x10, light shot put x15, Mats x7, tape measure x6, Mini hurdles x20, relay batons x8, Speed bounce mats x3, stopwatch x7, benches x2, hoops x30, mats x7, discus x10, quoits x10, tennis balls x15, metal skittles and plastic canes x7</p>	<p>Team bands x5, basketball x3, beanbags x3, benches x2, cones x50, hoops x6, long skipping ropes x10 mini hurdles x6, pack of cards x1, base stations x12, skipping ropes x30, stopwatch x9, tennis balls x30, tug of war x1, balance dome x3, hurdles x6, tape measure x1</p> <p>Optional: playground ball</p>		